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1991

URBAN/MUNICIPAL

MINUTES OF THE DEVELOPMENT
COMMITTEE
OF THE BOARD OF EDUCATION FOR
THE CITY OF HAMILTON



URBAN/MUNICIPAL

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JANUARY, 1991

MINUTES OF THE

DEVELOPMENT COMMITTEE



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1991 01 10

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MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 01 10

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also

Present: Trustees Bishop, Desmarais, Hicks, Hill, Lowe, Mulholland, Paquin, Penner, Rogers, A. Stewart and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area 1)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
G. Rappolt (Assistant Superintendent of Program [Curriculum])
R. Kennedy (Assistant Superintendent of Staffing)

Dr. Johnston called the meeting to order and asked for confirmation of the minutes of the last regular meeting of 1990 12 06 and special meeting of 1990 12 13.

Moved by Canon Rogers:

That the minutes of the last regular meeting of 1990 12 06 and special meeting of 1990 12 13 be approved as presented. CARRIED

Dr. Johnston advised the members of a request from the Chairs Committee for trustees to write out motions and amendments at any committee meeting. It was deemed such practice would facilitate the meeting discussion.

Mr. Mulholland commented it may be appropriate to bring this matter to the Rules and Regulations Committee for consideration.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Program Department Review

Mr. Skidmore recalled for the members that an update on the on-going Program Department Review was provided at the December, 1990 meeting of this Committee and that a commitment was made to provide a further update at tonight's meeting. He stated the review underwent a significant input process involving the system, e.g. the elementary and secondary schools, other constituent groups, the federations, the Special Education Advisory Committee (SEAC) as well as the Home and School Council. Mr. Skidmore said a two-day audit of the input was done to provide for an accurate analysis of the data. He explained that the initial draft was thoroughly reviewed to achieve a clear reflection of what the audit disclosed. Subsequent to this, another reassessment took place in which the draft paper was revised and circulated throughout the system

beginning 1991 01 07 for validation. He noted that all elementary and secondary schools were provided a copy of the draft. As the draft paper will undergo a thorough validation process, he said audit teams will be reconvened to look at the validation materials. Mr. Skidmore said the draft paper will be discussed at the next meeting of the Special Education Advisory Committee and at the Home and School Council. Upon submission of a revised draft paper to Senior Management, it is the intent to present a final report to the February, 1991 meeting of the Development Committee for detailed discussion and members' approval. The next step would be the development of a direction paper to deal with each of the strategic issues. Mr. Skidmore said he anticipates coming back to this Committee in March, 1991 to provide an update on the direction paper and be able to proceed with the implementation phase of the review. In conclusion, Mr. Skidmore emphasized that the success of this undertaking is directly related to the great number of people involved with the review. He acknowledged the efforts and dedication contributed by his staff in this important undertaking.

Dr. Johnston expressed his pleasure with the Program Department's Strategic Planning Process and commended the efforts of all those involved with the project.

It was agreed:

That the verbal update regarding the Program Department Review be received for information.

Race Relations - Strategic Planning

Mr. Sinclair introduced Mr. Steve Barrs, Values Education Consultant, who is a strong proponent of the Board's work on the Race Relations and Ethnocultural Equity Policy. He then proceeded to review the report with the members.

Mr. Sinclair focused his discussion on the proposed strategic plan for the Development Phase of the Policy and said that key groups, i.e. Central Steering Committee, Design Team and Action Team would be established to facilitate the development process. The structure as well as the roles of these groups were explained in some detail by Mr. Sinclair. He then referred to the timelines provided for the proposed development phase of the Policy. Mr. Sinclair also made mention of the various activities in 1990 on Race Relations in which the Board and its personnel had been associated.

Mrs. Bishop requested clarification on the aim of the Development Phase of the Policy. She asked why the Race Relations program is still in the development phase at this time.

Mr. Barrs responded that the initial work was rather slow as the program aimed at involving everyone concerned with this issue. He recalled the initial document presented at the Board and said that a wide range of input from the system and the community as well were gathered. He added there was enough coverage on these efforts. It was stressed by Mr. Barrs that it is the intention to develop carefully the procedures and practices for the Policy in light of the sensitivity of the topic. He further said that it is important that we understand what is involved and give proper time to dialogue about it.

Mrs. Bishop hoped concrete results would be achieved with the development phase timelines.

In response to Mrs. Bishop's concern, Mr. Barrs said that the working paper presented aimed initially to produce the kind of policy that will implement the intent of Race Relations. He recalled the number of activities done in the past at the school, system and committee levels as well as the in-service opportunities provided.

Mrs. Bishop acknowledged the efforts done, however, she expressed anticipation that by September, 1991 a report would be presented to the Board on how to implement the Policy.

Mr. Barrs clarified for Mr. Korz the need to develop and put into place some procedures, practices and sanctions at the system level by the Action Teams to authenticate the action taken.

Mr. Korz noted the program is getting to be an expensive exercise.

Mr. Barrs clarified for Mr. Korz that the initial grant of \$35,000 for Race Relations was well accounted for and an expenditure report was submitted to the Ministry of Citizenship.

To give the members a better understanding on how the input relative to Race Relations was gathered from the system and the community, Mr. Barrs distributed the pamphlet "Towards Race Relations and Ethnocultural Equity, Update: March, 1990".

Mr. Barrs explained the information contained in the pamphlet and highlighted the strategies used, the process of input analysis and the recommendations which resulted. He said the direction given at that time was to continue the development phase and provide in-service training to all those involved along the way.

Mr. Barrs, in reply to Mr. Korz' question, stated that a media plan for the draft Policy would be premature at this time. He explained that the

various committees established to oversee the program will continue to make recommendations and that the strategic plan will be refined to achieve the optimum results.

When Mr. Barrs further explained the steps to be taken in proceeding with the development phase of the program, Mr. Korz commented that it seems the Race Relations Committee is heading towards repeating the same course it has taken during the initial stages of the program. He cautioned this may be a futile exercise and the Board may lose the opportunity provided by the Ministry along the way.

In response to the members' concerns on the size of the committees established to handle the development phase of the program, Mr. Barrs explained that it was opted to have moderately sized committees, particularly the steering committee, to provide for the efficient co-ordination of activities among these groups. He added that flexibility will be provided in all aspects of the development phase.

Mr. P. Kennedy shared the concerns of other members as to the length of time it has taken to develop the Policy. He wanted to see the program completed by June, 1991.

In reply to Mr. Allen's query, Mr. Barrs said the new Minister of Citizenship received all the Board's documents pertaining to Race Relations.

Mrs. Deans commented that the process pertaining to the Race Relations program is complicated but provides for a real learning experience.

Mr. Barrs, responding to Mrs. Deans' question, explained that all the "basics" were covered in the draft Policy.

To clarify the members' concerns as to why the Race Relations Policy is still a "Policy in Principle", Mr. Barrs explained that the policy should have the mechanism to put it in place within our system. Although the intent of the policy in the development process was approved by the Board, Mr. Barrs noted this mechanism is still lacking at this time.

In response to Mr. Korz' inquiry, Mr. Barrs stated that about three quarters of his working time is spent relative to the day-to-day work aspect of the Race Relations Policy, e.g. meeting with the working committees, the various interest groups within the system and the community and planning workshops for teachers and students. He made it clear, however, that his working time relative to this program permeates a number of different activities pertaining to the Policy itself. Mr. Barrs then presented information on the support staff provided since the start of this program. He noted that the staff involved with the program includes those from

the Education Centre, particularly the Curriculum Department, and other areas throughout the system.

When asked about the amount of time per week spent by the staff on the program, Mr. Sinclair said the information was not readily available although he assured the members that the development work relative to this program was done within a reasonable time frame. He said the efficiency analysis of the program will be handled by the Design Team.

To alleviate further concerns among the members as to the length of time it is taking for the Race Relations program to progress, Mr. Rielly recalled that the program got underway in December, 1986 and that exploration was done in association with Senior Management. He underscored that the direction was to develop a "living" document with the intent to work on it over a period of time without rushing the process which was far important than the paper document. He said the Race Relations development in school boards in some other jurisdictions did not seem to achieve good results because not as many people were committed to it and in some cases paid little attention. He said this Board should be cautious and careful so that there will be real understanding of the intent of the program. Mr. Rielly expressed reservations with the suggestion that the Policy should be ready by June, 1991. He stated the committee expects to gather more input from the various groups having a stake in this program in order for the Policy document to have some import and gain commitment. He advised the final Policy may not be in place for at least another year. Mr. Rielly reminded the members that the Board was taking the initiative on this program in Ontario even before the Ministry has directed the school boards to do so.

Mr. Barrs further clarified for Mrs. Bishop that the Policy is still considered a "policy in principle" as the intention at this time is to continue improving this document to achieve its successful implementation throughout the system.

In response to Miss Cunningham's question, Mr. Barrs reported that the two other school boards in the area are aware of the Hamilton Board's initiatives on this program and dialogue among the three boards had taken place.

Mr. Rielly added that the other schools boards (Hamilton-Wentworth Roman Catholic Separate School Board and Wentworth County School Board) were updated on our initiatives to avoid duplication of efforts among these three school boards.

Miss Cunningham wondered if the development process for the Race Relations Policy could be accelerated in a similar fashion as the Board's Policy

on Sexual Harassment in order to get things going on this program.

Mr. Barrs clarified that the Race Relations Committee is still at the design stage for its Policy although it would eventually take the same course under taken by the Policy on Sexual Harassment.

Miss Cunningham expressed her concern that so much legislation was given on this program and that the Board's efforts may be an exercise in futility at the end. She cautioned this Board can only do so much as this program may be getting too costly at this time.

Mr. Rielly felt the time to develop the document and its cost are not directly proportionate. He maintained that there is still much to be done before the final Policy can be put into place.

Moved by Mrs. Deans:

That the plan for the Development Phase of the Race Relations and Ethnocultural Equity Policy in principle be approved as presented.

Mrs. Deans stated the development of the Race Relations Policy should proceed with caution as the Policy deals with changing attitudes in our society. She reminded the members the Board had committed that the community would have input to the Policy, therefore, this should be done.

Mrs. Clarke endorsed the motion and remarked that since this program pertains to people's business, the development process for the Policy should center on awareness and the issue of sensitivity. She supported the need for more dialogue and for the committee to work on the program at a pace required to achieve the desired results.

Canon Rogers expressed his appreciation for the way things have been going with the development of the Policy and how this Board has been working towards it. He acknowledged the work done so far by the Administration and hoped the Board would continue its efforts on this program in the spirit of equal rights and opportunities for all.

Acknowledging all the favourable comments on the program, Miss Cunningham still felt the Board has done enough work on the Race Relations program and should be spending time in other areas or projects. She emphasized she hoped to see the task for this program completed.

Mr. Barrs explained that the Ministry of Education has been encouraging school boards to take initiatives on the program with a promise of funding, particularly in the area of in-service. He added that the Ministry has also been working with the other

Ministries on Race Relations and getting the interest and awareness of all other Ministries as well.

Mr. Allen agreed with the sentiments expressed by Canon Rogers and commended Mr. Barrs and the committee for presenting the Policy working paper so quickly to the Development Committee. He expressed his understanding of the length of time it is taking the committee in developing the Policy considering the numerous groups involved with the issue. He felt the Board's involvement with the program should be at its highest level as it is important to earn the belief and trust of all those concerned with Race Relations.

Mr. R. Stewart also supported the motion and reiterated that it is important to have a complete Policy in place, particularly with a sensitive issue such as this.

Moved in amendment by Mr. Korz:

That the plan for the Development Phase of the Race Relations and Ethnocultural Equity Policy in principle be approved as presented and completed by June, 1991.

There were concerns raised among the members that the amendment would create some inconsistencies with the proposed timelines for the development phase of the Policy, i.e. the September, 1991 completion date for the working paper.

Mr. Rielly clarified that the timelines given in this report referred to the Development Phase and that the committee still has to work on the Implementation Phase of the Policy. He said the officials could bring back the timelines for the implementation phase of the Policy if required.

Mrs. Hill challenged the Chair for allowing the amendment to the original motion. The parliamentary procedures were clarified by the Chair. The challenge was put to a vote and was CARRIED.

Mrs. Lowe felt the lengthy debate should be discontinued and suggested it may be better to refer the report to the February, 1991 meeting of the Development Committee.

Mr. Rielly advised that the February, 1991 Development Committee would be a "heavy month" in terms of the agenda items for consideration.

A consensus was reached to go on with the original motion and Canon Rogers called the question which CARRIED. Mr. Korz requested a recorded vote.

A recorded vote was taken and the motion was CARRIED with Trustees A. Stewart, Allen, R. Stewart, Rogers, Deans, Clarke, Penner, Paquin,

Desmarais, Bishop, Hill, Johnston, Hicks in favour and Trustees Mulholland, Lowe, Kennedy, Korz and Cunningham opposed.

Having the Chair's permission, Mr. Hicks proceeded to place another motion pertaining to the Race Relations program.

Moved by Mr. Hicks:

That the timelines for the implementation of the Race Relations and Ethnocultural Equity Policy be presented to the February, 1991 meeting of the Development Committee. CARRIED

At this point, Mrs. Bishop noted that the Federal government has increased its immigration quota and as a result, the number of immigrant students in our schools may have correspondingly increased. In relation to this, she felt that procedures should be developed by the Board regarding the reception and orientation of these students, particularly those in the English as a Second Language program in our system.

Moved by Mrs. Bishop:

That reception and orientation procedures for English as a Second Language students be developed by:

- (a) Developing system guidelines and resources;
- (b) Defining area responsibilities;
- (c) Requiring that every school plan includes procedures for reception and orientation.

Mr. R. Stewart pointed out that trustees cannot make a motion on items not included on the agenda as there are procedures to do this as set forth in the Board's Rules and Regulations.

Dr. Johnston explained that a two-thirds vote is required to determine if the members wish to discuss the motion.

A two-thirds vote on the motion was conducted and was not received.

NEW BUSINESS:

Information Management Services - Interim Report

Mr. Kawai reviewed the report with the members highlighting the initiatives accomplished in conjunction with his group's strategic and operational planning. He concluded that due to present budgetary constraints, his organization is not considering additional staffing for 1991 and that redeployment of all available resources would be the main thrust.

Mr. Kawai then introduced the managers heading the five key areas of Information Management Services: Mr. Norm Forster (Manager, Communications Services Department), Mr. Len Dixon (Manager, Computer Services Department), Ms. Ingrid Scott (Manager, Library Services Department), Mr. Owen Jackson (Manager, Research Services Department) and Mr. Denver Haynes (Manager, Systems Support Services Department). The scope and function of each of the key areas were discussed in detail by the respective managers.

Moved by Mr. Korz:

That the Information Management Services - Interim Report be received for information.

In response to Mr. Allen's query, Ms. Scott said that the Dr. Harry Paikin Library maintains close liaison with other school board libraries, the Hamilton Public Library, the McMaster University Library, the Chedoke Hospital Library as well as other libraries in the province and throughout Canada and even the United States and these contacts keep the Education Centre library updated in terms of information resources and automated systems.

Mr. Jackson explained further for the members the process of handling the data, e.g. Family Allowance information from the Ministry of Health and Welfare, etc. obtained from various government agencies as this relates to the research needs of this Board.

In response to Mr. Hicks' question, Mr. Jackson remarked that scientific analysis of some research information, e.g. attitudes data pertaining to the Smoking Policy is only done if required.

Mr. Jackson clarified for Ms. A. Stewart that trend lines may be able to indicate the influx of immigrant students into our school system but this may not provide accurate information.

Mr. Dixon, in replying to Mr. Kennedy's query, said the Board's automated system has information pertaining to public school supporters.

In reaction to Miss Cunningham's concern, Mr. Kawai explained that the organizational chart presented with the report provides a generic explanation of the roles for the key areas of Information Management Services.

Miss Cunningham suggested amending the chart for better clarity relative to the title of each of the "managers".

Responding to Miss Cunningham's request, Mr. Haynes explained further the current setup in his area of responsibility, particularly the Trustee Services area in light of the responsibilities he

assumed recently as a result of Ms. A. Kershaw's (Supervisor, Administrative Services) retirement.

The motion was put to a vote and was CARRIED.

OPSBA Update

Mrs. Clarke noted that the Ontario Public School Boards' Association (OPSBA) continues to provide useful and relevant educational information to member school boards through its newsletter, Fast Report, and other communication documents. She brought the members' attention to an interesting article which featured an interview of the new Minister of Education, Marion Boyd, in the recent issue of Education Today as well as an open letter about OPSBA from R. A. Dodds, Director of Education and Secretary (East York Board of Education) to Ernie Checkeris, President of OPSBA, at the back page of the same publication.

To give the members a clear perspective on how OPSBA operates, Mrs. Clarke explained briefly the organization setup of the association emphasizing that OPSBA represents public school boards from various areas in Ontario and it has direct contact with the various ministries, particularly the Ministry of Education, and this facilitates providing member boards with reliable information on various educational issues.

Mrs. Clarke reported that OPSBA withdrew its membership with The Ontario School Trustees' Council (OSTC), effective 1991 01 01, in light of recent differences encountered with this organization.

Noting the upcoming OPSBA-sponsored Annual Trustee Development Workshop on 1991 01 17-19 in Toronto, Mrs. Clarke said this is an interesting, timely workshop and encouraged the members' participation. It was also mentioned by Mrs. Clarke that she will be chairing a workshop on budgets, sponsored by the Frontenac and Newcastle School Boards, next month. Mrs. Clarke further reported that the next annual OPSBA convention will be held on 1991 06 7-9 in Thunder Bay and hosts will be the Northern Region.

Mrs. Clarke referred to her letter (added in tonight's agenda) to Ms. Penny Moss, Executive Director of OPSBA, relative to the percentage increase in the fee to OPSBA. She explained she was prompted to send this letter to obtain further information from the association in light of the discussion on this issue at last Tuesday's meeting of the Operations Management Committee.

Upon confirming that the letter was actually sent, Mr. Korz suggested it may be fitting to follow up with a phone call to the association to get a quick response. Mrs. Clarke agreed to do this.

Mr. Mulholland voiced his concern with Mrs. Clarke's letter and said the message expressed was inconsistent with the discussion and the motion made about the OPSBA membership fee at the Operations Management Committee meeting last Tuesday. He said he would be contacting OPSBA to rectify the situation. Mr. Mulholland also felt it improper for any trustee to contact the association to express a personal opinion on the issue without consultation with the other trustees. As such, Mr. Mulholland added the trustee letterhead should not have been used in writing this letter.

Responding to Mr. Mulholland's comments, Mr. Korz stated he may not be in agreement with the letter per se, however, he believes that the trustees, being members of this Board, have an absolute right to the use of the letterhead in corresponding to their constituents and the general public on matters pertaining to this Board's business.

Mrs. Clarke clarified that her intent in writing the letter was solely to request more information about the association's fee increase in order to provide clarification on the concerns expressed by the members; thus, she made no mention in her letter of any decision reached by the Board on the matter.

Mrs. Hill commended Mrs. Clarke for her initiative and remarked that as a Director for OPSBA and a trustee of the Hamilton Board, Mrs. Clarke has every right to write OPSBA to obtain more information on this issue.

Mrs. Deans supported Mrs. Clarke's action and said it was not inappropriate for her to use the trustee letterhead as she signed the letter on her behalf and not the Board's.

Mr. Kennedy agreed with Mr. Mulholland's views and thought the message of the letter was inconsistent with the motion made to turn down the percentage fee increase proposed by OPSBA.

Mr. Hicks expressed his appreciation for Mrs. Clarke's letter to OPSBA. He recalled that at the last Operations Management Committee meeting, it was interpreted by Trustee R. Stewart that the Board could not split the levy and that OPSBA should be made aware of the Board's concerns given the present budget constraints. Mr. Hicks felt a follow-up motion should have been made to provide for an appropriate direction in pursuing this issue with the association. With this situation, Mr. Hicks concluded that due to the concerns expressed by the members regarding the levy, Mrs. Clarke took the initiative to gather more information to clarify the issue. He said he looks forward to the association's response and added it may also be interesting to know the reaction from the other school boards on this matter.

Mr. R. Stewart said he was not concerned with the letter as it was evident it was written to solicit further information on the percentage fee increase and not to get the association's views on the Board's interpretation as voted upon at the Operations Management Committee meeting.

Dr. Johnston clarified further for Mr. Mulholland the discussion and the subsequent motion made on the issue at the last meeting of the Operations Management Committee.

Mr. Korz again suggested that a follow-up phone call to OPSBA may get a quick response to the letter and clarify the concerns at hand.

Mrs. Hill recalled that the motion made at the Operations Management Committee referred to the total package deal of \$85,742.31 levy and not separating it.

Moved by Mrs. Hill:

That the Ontario Public School Boards' Association (OPSBA) Update be received for information. CARRIED

Dr. Johnston recalled for the members that the Ministry of Education provided directives on religious education in the public elementary schools in February, 1990. He highlighted that the Ministry permitted the reading of bible stories and readings from other scriptural writings, as well as the singing of Christmas carols as long as these activities are done for educational purposes and not religious. It was further reported by Dr. Johnston that a recent ruling from the Ministry on religious education now encompassed the public secondary schools. He then read to the members an excerpt from the Ministry's memorandum. Dr. Johnston said he wished to make a motion relative to this Ministry's directive. He then stepped down from the Chair and requested Mr. Allen to be the Chairman Pro Tem.

Moved by Dr. Johnston:

That the Chairman of the Board appoint an ad hoc committee made up of five trustees to review the Board's position on Religious Education in the Schools in light of the Ministry of Education's directives and the release of the Watson Commission Report and that a first report be submitted within ninety days.

Mrs. Bishop challenged the Chair as to the requirement for a two-thirds majority vote to consider the motion. It was explained by Mr. Allen that this agenda item was not added within the required time limit set forth by the Rules and Regulations on added agenda items. The challenge was put to a vote and was LOST.

Watson Commission Report
- Requested by Trustee
Johnston

To determine whether the members would like to discuss Dr. Johnston's motion, a two-thirds vote was received.

Dr. Johnston remarked that many school boards have set up committees and established guidelines in keeping with the Ministry's initiative. He felt this Board should now initiate the proper steps to take in complying with the Ministry. Dr. Johnston recommended the Watson Commission Report for reference as this contain a great deal of information which could be of assistance to the proposed review committee.

Mr. Korz questioned the necessity of creating an ad hoc committee to review the issue at this time.

Ms. A. Stewart did not support the motion and felt it may be premature for an ad hoc committee. She thought it may be more appropriate to wait for some feedback on the Watson Commission Report.

Dr. Johnston, in response to Mr. Hicks' concerns, clarified that the Ministry has signified certain suggestions with its directions. He thought the proposed committee could bring to the Board some of these recommendations from the Ministry to obtain the members' consideration on whether or not to implement these within our school system.

Mrs. Bishop supported the motion and said the findings of the ad hoc committee may give light to the growing confusion and concerns developing as a result of the Ministry's directives on religious education.

Mr. Rielly, in reply to Miss Cunningham's inquiry, said the officials also received correspondence from the Ministry regarding its new directive on religious education in public schools. He added the trustees would be provided copies of this correspondence.

Dr. Johnston, in addressing the members' queries, clarified that the Watson Commission Report was not intended to influence the intent of his motion. He said this report was already submitted to the government and that he is suggesting the proposed committee will consider the report in order to get some useful ideas. Dr. Johnston stressed further the importance of establishing the review committee at this time in light of the emergence of varied religious backgrounds within our school system.

The motion was put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

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GOVERNMENT DOCUMENTS

MINUTES
OF
THE

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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RESEARCH REPORT OF THE BUREAU

RESEARCH REPORT OF THE BUREAU

1. Research Report on the Strategic Plan

NEW RESEARCH

1. Research Report on the Strategic Plan

MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 02 07

Present: Mr. B. Allen (Chairman Pro Tem); Trustees Clarke, Kennedy, Korz, and Cunningham.

Not Present: Trustees Deans, Johnston and Patenaude Barker.

Also Present: Trustees Bishop, Desmarais, Hill, McWhinnie, Mulholland, and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

Mr. Rielly called the meeting to order and asked for nominations for Chairman Pro Tem as Dr. Johnston is currently out of the country.

Moved by Mr. Korz:

That Mr. Allen be appointed Chairman Pro Tem. CARRIED

Mr. Allen expressed regrets from Mrs. Deans and then asked for confirmation of the minutes of the last regular meeting of 1991 01 10.

Moved by Mr. Kennedy:

That the minutes of the last regular meeting of 1991 01 10 be approved as presented. CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Program Department Review
(Program Priorities for the
90's - Reflections Paper)

Mr. Skidmore reviewed the document with the members.

Referring to the listing of the Strategic Planning Committees and Teams on Pages 28-30, Mr. Skidmore recognized publicly all the staff involved with the review and expressed his gratitude and appreciation for their collective efforts towards the success of this undertaking.

Mr. Skidmore recalled briefly the activities related to the review process, highlighting the input gathered from all the stakeholders, constituent groups and representatives from the community, the subsequent audits done to sort and evaluate the

information collected, the writing of the initial draft paper and the validation process the draft had gone through up to the final writing of this Reflections Paper being presented for the members' discussion and consideration. Mr. Skidmore emphasized that in spite of tight timelines, a high degree of congruency between the findings of the first and second audits was evident throughout the review process.

In reviewing the report, Mr. Skidmore said the audit findings confirmed a consistent perception of strengths of the Hamilton Board from within the system and those identified by the Home and School Council and the Special Education Advisory Committee. Key among these strengths are quality of staff and quality and diversity of programs offered. In spite of these strengths, Mr. Skidmore stated the findings showed concerns in various areas of the system necessitating a need for review, assessment and renewal. He further clarified his point by noting that there are two kinds of systems as evidenced by research, i.e. one that is improving and another which is declining; he considered a status quo system signifies decline.

Mr. Skidmore expounded thoroughly on the following significant areas that need to be addressed as identified by the review: (a) the sense of overload surfacing throughout the organization as a result of increased expectation from the system hand in hand with diminishing resources and coupled with reduced funding from the Ministry of Education; (b) the issues raised in the area of decentralization, accountability, site-based management, special education, communication both from within the system and with parents and outside groups in the community, staff training and development; (c) the impact of the current immigration policy of the Federal government on education; and (d) review of the existing programs and initiatives of the Board. In pursuing the strategic planning process relative to the above issues, Mr. Skidmore stressed the need for balance.

Given the need to prioritize in light of recent budget restraints, Mr. Skidmore referred to and explained in detail the System Priorities (Pages 17 and 18) which were identified. Mr. Skidmore then discussed the expected image of the system by year 2000 in conjunction with the Board's Mission and Vision statements. In conclusion, he referred the members to the identified strategic issues on Pages 22 to 25 which would be the focus of the review to be undertaken by the Directions Planning Team preparatory to the development of the Directions Paper. He noted that action teams would be formed to look into the key areas of the system which need to be assessed. A handout (attached) detailing the activities of the action team to look at the Board's Adult and Continuing Education program was

distributed among the members. Developing cost analysis and comparison of the program with other boards are among the key tasks outlined.

Mr. Skidmore clarified the various activities to take place following the Trustee review of the Reflections Paper at tonight's meeting. Mr. Skidmore extended again his invitation to all the trustees to participate in the development process for the Directions Paper.

Mrs. Bishop congratulated Mr. Skidmore and all the people behind the thorough and comprehensive report presented. However, she felt the document should include parental involvement in the area of site-based management. She said the lack of community input may forego some of the advantages of the concept. Referring to the need for addressing behavioural needs of the students, Mrs. Bishop suggested the report expound more on alternative education, e.g. the Supervised Alternative Learning for Excused Pupils (SALEP) program, the review of the Learning Resource Teacher (LRT), etc. Mrs. Bishop suggested exploring varied ways of funding the Adult Education program.

In response to some members' concerns as to the financial implications of the recommendations which may result from the review, Mr. Rielly assured them that all the officials are clearly aware of the direction given them, i.e. 6% tax increase mandate and that the prevailing guiding philosophy is "to work smarter with the resources available".

Mr. Rielly clarified for Miss Cunningham that the action teams are expected to provide positive feedback based on its review findings but all decision-making would be made in conjunction with the budget review.

Mr. Skidmore clarified for the members that some statements or discussion included in the report were feedback gathered from the respondents within the system or the community and do not necessarily reflect the views or practices of the Board.

It was agreed:

That the Report re Program Department Review (Program Priorities for the 90's - Reflections Paper) be received for information.

Status Report - Child Care

Mr. Skidmore noted the direction given in December for the Board's Child Care Policy and said the timeline set has not been met given the broad scope of the program. Referring to the "laid down" report with tonight's agenda, he requested that the members review the document in order to facilitate bringing the report back in March for discussion.

Ms. Rappolt briefly recalled the presentation on Child Care last December. She emphasized the Board's stance on Child Care is one of support although there is need to gather all the pertinent facts surrounding the program to be able to respond to the identified needs. She noted that both Senior Management and staff have been spending considerable time in reconciling the needs for child care with the Board's existing facilities. Ms. Rappolt referred to the materials included with the report, particularly the findings of the survey conducted by the Canadian School Trustees' Association, with detailed discussion on the five models of Child Care Program that have been established. She urged the members to review these materials, visit the centres and provide their views to Senior Management prior to the March Development Committee meeting.

Moved by Mr. Kennedy:

That the Report re Hamilton Board of Education Child Care Policy be received for information and reference prior to the March Development Committee Meeting. CARRIED

Status Report on the
Implementation Phase of
the Race Relations and
Ethnocultural Equity
Policy

Mr. Sinclair recalled the discussion from the January Development Committee meeting. He reported that the Implementation Phase of the Policy is yet to be presented for the members' consideration as the steering committees are still being formed. He added that a further review of the issues raised by the trustees is needed to firm up the Implementation Phase of the Policy.

Dr. Frank Cooke, History Co-ordinator, provided an update on the documents review process, particularly those to be incorporated with the school curriculum. He said the Co-ordinators would like to ensure that all curriculum materials produced by the Board are in compliance with the guidelines set by the Ministry of Education relative to Race Relations.

It was reported by Dr. Cooke that an outside editor (Ms. Geraldine Kikuta) has been hired on a contractual basis to assist in the review and editing of the Policy. He then explained the selection/hiring process involved and emphasized that the compensation for this individual would be part of the grant on Race Relations the Board received from the Ministry of Citizenship.

Miss Cunningham referred to a featured article in the Canadian School Boards' Association publication regarding a Race Relations conference slated for March in Toronto and across Canada. She wondered if Board staff is aware of this event and will be sending representatives. She thought the conference may provide relevant information on the issue thereby avoiding duplication of efforts.

Dr. Cooke said it is important to understand that curriculum documents form the basis of what is taking place in the classrooms.

Mr. Stockwell offered to look into this event to determine its relevance to the Race Relations program of the Board.

It was agreed:

That the verbal update re the Implementation Phase of the Race Relations and Ethnocultural Equity Policy be received for information.

Mr. Allen referred to the activities recently held at Tweedsmuir School in light of the celebration of Black History Month. He said the President of the Provincial Advisory Council on Multiculturalism, who graced the affair, and Mayor Bob Morrow, who presented the Proclamation for Black History Month, were impressed by the warm welcome provided by the school.

**Integrated Training and
Apprenticeship Program
(SWAP)**

Ms. Rappolt reviewed the report with the members and noted that Pages 1 and 2 of the report had to be revised as information from the Ministry of Education pertaining to a possible grant to support the program has been received.

Moved by Mr. Mulholland:

That the following recommendations re Integrated Training and Apprenticeship Program (SWAP) be approved:

(a) That an Integrated Training/Apprenticeship Program be jointly advertised by the Hamilton Board of Education and the Hamilton District Autobody Repair Association.

(b) That the Hamilton Board of Education apply to the Ministry of Education for the one-time grant (maximum \$25,000) to support the monitoring costs associated with co-operative education credits offered in the workplace as part of the 1991-92 Autobody Apprenticeship Program at Scott Park/Parkview.

(c) That the program run at Scott Park/Parkview beginning in September, 1991 subject to sufficient enrolment and the availability of training placements.

(d) That the pilot program be monitored and a report be presented at the February, 1992 and 1993 Development Committee meetings outlining numbers of students and placements, students', employers', parents' and teachers' perceptions of the program, and a detailed analysis of time and cost.

Mr. Mulholland noted that his motion deleted the phrase "and the receipt of the Ministry grant" from recommendation (c) in the report. He hoped this program could be pursued even in the absence of the Ministry's \$25,000 grant. He underscored the opportunities the Board could offer its students with this innovative apprenticeship program.

In response to Mr. Korz, Ms. Rappolt said it would be presumptuous to give a precise timetable at this time, considering the many factors which need to be considered in implementing the program.

Mr. Korz referred to the concerns raised with the Co-operative Education program during its development stage and was apprehensive with the Board committing more money than previously allocated to a program. He referred to previous recommendations made at the Board without set parameters.

Moved in amendment by Mr. Korz:

That the following amendments to the recommendations re Integrated Training and Apprenticeship Program (SWAP) be approved:

(c) That the program run at Scott Park/Parkview beginning in September, 1991 subject to sufficient enrolment, the availability of training placements, and the receipt of the Ministry grant.

(d) That approximately \$20,000 (or 2 additional lines of teaching time) be approved to pilot this program in the 1991-92 year. [Clause (d) in original motion becomes Clause (e)]

Ms. Rappolt explained for Mrs. Bishop that the required number of students for the program would have to be determined by the Principals and the Superintendents of Schools. She said the loading factor for technological classes is 18, while with this program they are considering a 12 to 15 student range.

In response to Mrs. Bishop's query, Ms. Rappolt clarified that the program is being looked at initially as a pilot and would not be offered again at the end of the pilot period without Board approval; hence, the commitment to bring back updates to this Committee as reflected with the recommendations.

Ms. Rappolt explained further that once students are in the program, the rest of the program would operate according to the Collective Agreement. Other placements would be under the Co-operative Education program.

Ms. Rappolt, in reply to Mrs. Bishop's concerns, recalled the direction provided when the program was initially presented to the members, i.e. for the

Hamilton Board to start its own Integrated Training and Apprenticeship Program effective 1991 09 01. She said there is need for teacher involvement considering that the students targeted for this program are at a very young age and it is assumed that the Hamilton District Autobody Repair Association, which committed to support the program, would appreciate the teacher assistance as the organization has no experience in working with students of this age.

Miss Cunningham expressed her concerns with a probable situation of many students applying for this program.

Mr. Stockwell said the program would run like any other course. Referring to the diagram on Page 7, he said the difficulty may centre on finding adequate job placements. He said the officials would like to do an assessment of the pilot before starting another class. Mr. Stockwell said the facilities for this program would be another area to consider.

Trustees R. Stewart, Clarke and Kennedy expressed their opposition to the amendment. As a strong proponent of education, Mrs. Clarke felt this program would guarantee jobs for the youth. Mr. Kennedy expressed his optimism with the program as it will provide early opportunities for the students.

In reply to Mr. Kennedy's question, Ms. Rappolt said there was no representative from the Hamilton District Autobody Repair Association present tonight as she felt it would not be appropriate to put undue pressure on the firm at this time.

Mr. Stockwell clarified that the officials consider the program as one of the most innovative and far-sighted programs offered by the Board. He expressed support of Senior Management for the program even if it is unable to receive the Ministry grant.

Mr. Korz urged the members to exercise some degree of caution in approving programs of this nature. He requested a separate vote on his two amendments [clauses (c) and (d)].

Clause (c) in the amendment was put to a vote and was LOST.

Clause (d) in the amendment was put to a vote and was LOST.

The original motion was put to a vote and was CARRIED.

NEW BUSINESS:

Substance Abuse Policy Planning Process

Mr. Skidmore provided background information on the report. He highlighted the directive given by the Ministry to all school boards in developing their Substance Abuse Policies in light of the growing concerns on drug and alcohol abuse in Ontario.

Mr. Bob Chapman, Health and Physical Education Co-ordinator, detailed for the members the policy planning process the Board will undertake in developing its Substance Abuse Policy.

Mr. Skidmore stated that it is the intention to have co-ordination on this undertaking with the French Language Section. He added that the Board will also co-ordinate its efforts with the Home and School Council, as the organization has signified its concerns and interest to be involved in addressing this issue.

Mr. Brian Schofield, Adjustment Services Co-ordinator, acknowledged Mrs. Bishop's comments on the report, i.e. the lack of discussion on the kind of school environment (drug-free) which the Board aims to promote; broader staff membership in all committees, etc. He said these will be considered in the planning process.

Mr. Kennedy asked if the Regional Police Force will have representation on the policy development committee as he felt the Policy would have more impact on the students if police involvement is clearly reflected.

Mr. Skidmore said there is involvement by the Hamilton-Wentworth Police Force on the issue as shown by their helpful input in previous communication. Having signified their interest in addressing the concerns identified on the drug issue, Mr. Skidmore said membership of the Hamilton-Wentworth Police in the Task Force overseeing the planning process for the Board's Substance Abuse Policy will definitely be solicited.

Mr. Chapman explained the correlation of the proposed Substance Abuse Policy with the recently introduced Tri-Board Drug curricula for Grades 7 to 11.

In response to Mr. Mulholland's concern that the planning process for the proposed Substance Abuse Policy may encounter similar problems as the French Immersion Strategic Plan as a result of the document having to go through Senior Management, Mr. Skidmore said he foresees no problem with Mr. Mulholland's suggestion of having the Policy presented directly to the trustees for their consideration.

Moved by Mrs. Clarke:

That the following recommendations re Substance Abuse Policy Planning Process be approved:

(a) That the Report re Substance Abuse Policy Planning Process be received for information.

(b) That the Board of Education for the City of Hamilton commence the substance abuse policy planning process as outlined in the report presented. CARRIED

OPSBA Conference
Report (Requested by
Trustee Clarke)

Mrs. Clarke highlighted the address by the new Minister of Education, Marion Boyd, at the recent OPSBA conference she attended in Toronto. She said the Minister recognized the incredible educational problems faced by school boards in Ontario, specifically the need for major restructuring of educational financing; however, the Minister said the needed solutions may require some time to achieve. It was also reported that reorganization of the various ministries of the Province are being contemplated by the new government. Mrs. Clarke cited the many worthwhile workshops offered at the Conference, particularly the session on budgets which she chaired.

It was agreed:

That the verbal Report re the recent Ontario Public School Boards' Association (OPSBA) Conference be received for information.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

French Immersion
Strategic Plan

Mr. Skidmore stated that a number of items have changed relative to the issues identified with the French Immersion Strategic Plan and these have necessitated further study by the committee in order to be able to bring back a report at the March Development Committee meeting.

Ms. Rappolt recalled the concerns identified in December and the direction for the committee to bring back specific recommendations on Accommodation, Transportation, timelines, along with a Minority Report. She added that the issue of decentralization at the Primary and Junior Kindergarten level for French Immersion has been identified as critical.

At the March presentation, Ms. Rappolt said the Policies and Procedures for French Immersion Strategic Planning will be brought back with revisions based on the comments and input provided by the members in December. She expressed concern with addressing the Accommodation issue

as she felt this would be the responsibility of the Superintendent of Schools. For Transportation, Ms. Rappolt noted that costing will be simulated using the 1990 enrolment figures.

Ms. Rappolt reported that Mr. D. Gardiner has rejoined the committee and committed his support in this undertaking on the French Immersion Strategic Plan process.

In conclusion, Ms. Rappolt clarified that the committee may have included specific recommendations with the initial report had the committee not been an administrative committee in nature.

In answer to Miss Cunningham's concerns as to the "heavy" agenda for the March Development Committee meeting and the possibility of jeopardizing the consideration of key programs to be presented to the members, Mr. Stockwell and Mr. Skidmore said the officials will look closely at the agenda items and report back to the Chairs' Committee on the appropriate alterations. Mr. Skidmore added that a flowchart detailing the course of program items for consideration by the Board between now and December will be provided to the members.

Miss Cunningham expressed hope that the costing for the French Immersion Program will be formulated in the same manner as other programs.

It was agreed:

That the verbal update re the French Immersion Strategic Plan be received for information.

NEW BUSINESS:

Formative Years Response Paper

Ms. Diane Rawsthorn, Primary/Junior Co-ordinator, reviewed the report with the members. She provided background information highlighting that the Hamilton Board of Education has been invited by the Ministry of Education to participate in a consultation process relative to the analysis of the issues and policy options pertaining to the Ministry's initiatives of restructuring education in Ontario. Ms. Rawsthorn discussed extensively the process of developing the working paper, the issues identified for closer study and consideration as well as the concerns raised by the response teams from within the system.

Moved by Mr. Kennedy:

That the Report re Formative Years Response Paper be approved and submitted to the Ministry of Education by 1991 02 25.

Mrs. Bishop acknowledged the efforts of the staff in the preparation of the document but expressed concern that only a handful of trustees were present to review the report.

Noting that the document focused mainly on Canadian studies, Mrs. Bishop felt it may result in a very narrow context for the students. In the area of Language Arts, she noted the focus was only on computers. Mrs. Bishop requested further clarification on the other areas of the report but due to the lateness of the evening, the Chair requested her to pursue her concerns directly with Ms. Rawsthorn. Mr. Skidmore expressed assurance that the issues raised by Mrs. Bishop will be addressed by his staff.

The motion was put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

ADULT AND CONTINUING EDUCATION ACTION TEAM

Strategic Issue:

There should be an Action Team to develop a comprehensive plan related to all aspects of continuing education services.

Mandate:

The Action Team should review all elements of the present model including :

- Night School
- Summer School
- Correspondence
- Adult Basic Education
- General Interest Courses
- E.S.L. Adult Education
- Organization of the Department

Process:

The Action Team is expected to:

1. Review the current literature and research as to existing exemplary practices as well as future needs particularly related to adult education.
2. Review and compare present delivery models in at least five other comparable boards.
3. Review the current paper presently before the Ontario Teachers' Federation on Adult Education.
4. Meet with principal and appropriate staff at Sherwood Secondary School.
5. Meet with appropriate night school and summer school supervisory staff.
6. Meet with appropriate staff at Fairview, McIlwraith and Southview.
7. To interview secondary school principals, department heads and teachers having adult courses presently offered in their schools.
8. To meet with appropriate community members regarding Heritage Language Programs.
9. Provide an opportunity for interested individuals or groups to make a written or oral presentation.

Membership

The team should include the following representation:

- Middle School Principal
- Middle School Guidance Counsellor
- Secondary School Principal
- Secondary School Guidance Counsellor
- Co-ordinator of Adjustment Services
- Two Curriculum Co-ordinators
- Principal of Continuing Education (Resource)
- Other resource personnel as required
- Co-ordinator of Continuing Education
- Canada Employment Centre Personnel
- Consultant of English as a Second Language
- Executive Director of Adult Basic Education Association
- Ministry of Education
- Hamilton Literacy Council

This team should be chaired by a secondary school vice-principal.

Recommendations:

It is expected that the team will make recommendations regarding the following:

Night School

- degree of consistency with day school and summer school credits
- minimum size class
- supervision i.e. program and administrative accountability
- compensation
- number of sites
- teacher qualifications

Summer School:

- degree of consistency with day school and summer school credits
- minimum size class
- supervision i.e. program and administrative accountability
- compensation
- number of sites
- the need for elementary remedial courses
- existing credit structure
- analysis of the need for grade 9 credit courses
- teacher qualification

Correspondence:

- alternative grant structures
- alternative modes of delivery
- supervision
- number of sites

General Interest Courses:

- process for identifying courses to be offered
- length of course offering
- registration and materials fees
- minimum class size

Adult Basic Education

- relationship to day school courses
- feasibility of an adult education centre(s)
- education in the work place - shared cost arrangements
- English Second Language - Adult Learners

Timeline

It is expected that the team will present its recommendations to the Superintendent of Program by March 22, 1991.

URBAN MUNICIPAL

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MARCH, 1991

GOVERNMENT DOCUMENTS

URBAN/MUNICIPAL

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*Minutes
of the*

DEVELOPMENT COMMITTEE



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DEVELOPMENT COMMITTEE

1991 03 07

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MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 03 07

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also

Present: Trustees Bishop, Hill, Lowe, Mulholland, Rogers and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
D. Rothwell (Superintendent of Schools - Area 5)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

Dr. Johnston called the meeting to order and expressed regrets from Trustees A. Stewart and Penner. He then asked for confirmation of the minutes of the last regular meeting.

Moved by Mr. Kennedy:

That the minutes of the last regular meeting of 1991 02 07 be approved as presented.

Ms. Patenaude Barker requested the minutes reflect her having sent regrets for being unable to attend the 1991 02 07 Development Committee meeting.

The motion was put to a vote and was CARRIED.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Program Department
Review (Program
Priorities for the
90's - Directions
Paper, March 1991)

Mr. Skidmore reviewed the document which resulted from the extensive work of the Advisory Committee formed following the presentation and consideration of the Reflections Paper, Program Priorities for the 90's. He recalled briefly the review process undertaken then explained the specific recommendations reflected in the Directions Paper.

It was emphasized by Mr. Skidmore that each of the action teams established to look at specific key areas of the system will explore all available resource materials, e.g. looking at practices of other school boards, reviewing available literature and research work, etc. in order to assuage the impression of "re-inventing the wheel" relative to this undertaking.

Mr. Skidmore said a series of symposia are planned where representatives from neighbouring school boards will be invited to share their expertise. He anticipates savings in terms of travel time for our staff and the overall costs will be minimal as this will be done in a reciprocal system of sharing information among boards. He added that all costs pertaining to this initiative,

however minimal, will be reflected in the Personnel Training section of the budget.

Mr. Korz commended Mr. Skidmore and all those involved with the report. He thought that an effective way of assessing this report is to look at the best and the worst comments from within and outside the system.

Mr. Skidmore clarified for Miss Cunningham that final decision on every course of action to be undertaken relative to the specific recommendations for Program Review will come from the trustees.

In response to Mr. Kennedy's query, Mr. Skidmore said there are many elements involved in assessing program accountability and that our students' preparedness for the world of work after graduation may be one example; other yardsticks may include a program's effectiveness in the classroom or the system, the Board's compliance to Ministry's initiatives, etc..

Miss Cunningham expressed her pleasure to be part of the Advisory Committee for the Directions Paper, particularly the group working on program accountability. She felt that the recommendations and decisions flowing from this action team should be among the first to be implemented by the system.

Responding to Mr. Stewart's concerns, Mr. Skidmore assured the members that an appropriate balance in the placement of staff on the action teams will be maintained throughout the whole process in order to avoid work overloads or disruption of operations within the system.

Mr. Skidmore, in reply to Mrs. Bishop's query, said the officials are sensitive to the need for trustee representation in key action teams, e.g. those teams addressing compensatory education, site-based management, student support, gifted education, program accountability, etc. Mr. Binns noted that the steering committee for site-based management has not been struck at this time and that trustees interested to be part of this team are definitely welcome to enlist.

Mr. Skidmore clarified for Mrs. Deans that program accountability cannot be equated with standardized testing, as practised by some other jurisdictions. Noting the resulting disadvantages for the students with this concept, he said this issue will be explored fully by the action team looking at program accountability.

Mr. Korz signified his intention to put forth a motion to approve the recommendation outlined in the report (including specific Recommendations 1 to 17). However, he would like the word "measurable" affixed before the words "program objectives" in Recommendation 1. He said it would be meaningful to attach some form of tangible or concrete measures to every program undertaken by the Board.

Mr. Skidmore, in reply to Mr. Korz, expressed confidence that all recommendations relative to program for Board approval will entail definite timelines; however, it may be difficult to warrant that all program objectives can be translated readily into measurable forms. He stated that emphasis will be reflected in areas of program objectives deemed as being measurable and accountable.

Mrs. Hill suggested it may be appropriate not to include for approval the last recommendation dealing with the Middle School program as the report is yet to be presented at the Development Committee till April. She preferred considering the proposal at that time.

Mr. Korz acknowledged Mr. Skidmore's remarks pertaining to evaluating the program objectives. Likewise, he agreed with Mrs. Hill's suggestion of not dealing with the last recommendation regarding the Middle School programming.

Moved by Mr. Korz:

That the Program Department Strategic Planning Directions Paper be approved, including the following specific recommendations:

1. That an annual plan be developed outlining measurable program objectives for each school year. Timeline: Beginning September, 1991.

2. That a proposal be presented to the Development Committee of the Board outlining a system process for responding to Ministry of Education Program requests. Timeline: April, 1991.

3. That an Action Team be established to review the structure required to connect the processes of program development and program implementation so that the most effective service is delivered to the classroom teacher and the individual student. This will involve an analysis of the structural links between the Program Department, Area Office Resource Teams and School Implementation plans. Timeline: Phase I - June 1, 1991; Phase II - April, 1992.

4. That an Action Team be established to develop a comprehensive plan related to Compensatory Education and the resourcing of such. Timeline: May 31, 1991.

5. That an Action Team be established to review the existing delivery model for Special Education and to make specific recommendations related to program delivery, planning, identification criteria and process, student placement and review procedures, resource deployment and in-service programs. Timeline: May 31, 1991.

6. That the identified issues related to Site-Based Management, raised in the Program Department

Strategic Planning Process, be referred to the committees examining these issues.

7. That an Action Team be established to review the existing delivery model for Gifted Education and to make specific recommendations related to the identification process, resource deployment, placement, review and program delivery alternatives. Timeline: May 17, 1991.

8. That an Action Team be established to develop a comprehensive plan for the delivery of an integrated Student Support model at both the elementary and secondary levels. Timeline: June 15, 1991.

9. That an Action Team be established to develop a model for Program Accountability for new and existing programs. Timeline: February, 1992.

10. That an Action Team be established to review the existing delivery model for English as a Second Language programs and to make specific recommendations related to an effective delivery model, elementary through secondary. Timeline: May 15, 1991.

11. That an Action Team be established to develop a comprehensive plan related to all aspects of Staff Development and the links between staff development and leadership development. Timeline: Phase I - June 1, 1991; Phase II - October 31, 1991.

12. That an Action Team be established to develop a comprehensive plan related to all aspects of Adult and Continuing Education. Timeline: April, 1991.

13. That an Action Team be established to develop a comprehensive plan for the delivery of Alter Education programs at the elementary and secondary levels. Timeline: April 30, 1991.

14. That the identified issues related to Personnel Evaluation raised in the Program Department Strategic Planning Process be referred to the committees examining these issues.

15. That the identified issues related to Program-Based Communication in the Program Department Strategic Planning Process be referred to the committees examining these issues.

16. That an Action Team be established to examine the feasibility of establishing a Distribution Centre for the sale and distribution of Hamilton-produced Curriculum Materials. Timeline: June 28, 1991.

Mr. Mulholland challenged the Chair for allowing the exclusion of Recommendation 17; he thought it appropriate to table the recommendation instead. The challenge was put to a vote and was Carried.

The motion on the floor was put to a vote and was CARRIED.

Moved by Mr. Korz:

That the following recommendation (Recommendation 17) from the Program Department Strategic Planning Directions Paper be tabled:

That the report of the Middle School Development Committee be approved and become the mandate for Middle School programming. CARRIED

Mrs. Clarke remarked that our Middle School program calls for closer scrutiny based on some positive feedback she gathered from parents and constituents. She also referred to interesting queries from parents with children attending private schools as to how they can be assured programming in the public school system can take their children through to secondary school. She said the Hamilton Board's Middle School programming should at the least be at par with programs offered at other institutions. She added this is one area where accountability and communication may play key roles.

In conjunction with Mrs. Clarke's comments, Miss Cunningham asked if tracking our students is part of the Program Department's overall plan. Mr. Skidmore responded that this will be one of the issues to be addressed by the Program Accountability Action Team.

Dr. Johnston thanked Mr. Skidmore together with all the people behind the report for their excellent collaborative efforts.

At this point Dr. Johnston had to leave the meeting and Mr. Rielly asked for nominations for Chairman Pro Tem.

Moved by Mr. Kennedy:

That Mr. B. Allen be appointed Chairman Pro Tem. CARRIED

Mr. Allen assumed the Chair and called on Ms. Rappolt for the presentation on Child Care Policy.

Child Care Policy

Ms. Rappolt reviewed the report and highlighted the activities which transpired pertaining to the development of the Board's operating procedures for Child Care. She said previous discussions centred on the prevailing fiscal restraint within the system which impacts on the Board's existing resources and facilities for child care. The question of responsibility for child care emanating from the Ministry of Community and Social Services and the Ministry of Education stirred interest particularly in the area of funding. The five levels of Child Care Service in the Community Provided by School Boards based on findings from the Canadian School Trustees' Survey were discussed in detail by

Ms. Rappolt in order to provide the members with a clear perspective on how the Hamilton Board fares with respect to providing Child Care services. In conclusion, Ms. Rappolt confirmed the degree of congruency between early education and the child care program in the community.

Ms. Rappolt acknowledged the staff, particularly from the Finance Department, as well as some of the trustees who have been involved with the present Child Care arrangement provided by the Board. She then provided the rationale behind each of the recommendations reflected in the report. Ms. Rappolt expressed her preference that the members vote on each recommendation separately.

In response to Mrs. Deans' query, Ms. Rappolt stated that research findings confirm child care programs could lead to improved educational results for children at risk. However, identification of these children at an early stage may impact on values and beliefs and what the Board can afford in terms of resources, i.e. creative use of resources in order to not inconvenience other children using existing facilities. Referring to Mrs. Deans' query as to the percentage of children at risk in the system, Ms. Rappolt estimated it to be about 42% but committed to look into this further as she felt this is a key concern to address.

At this point, Dr. Johnston resumed the chairmanship of the Development Committee.

Referring to the concerns raised by the members regarding child care, Mr. Stockwell said it is evident an ad hoc committee is required at this time to look into these issues. He urged the members to support this direction.

Mr. Mulholland expressed concerns as to the merits of establishing an ad hoc committee. He felt this direction may lead to further delay and disruption of the existing child care program.

Moved by Mr. Mulholland:

That the Hamilton Board of Education continue with its present practices and procedures regarding Child Care.

Ms. Rappolt clarified for Mrs. Hill that the operating procedures for child care are virtually complete; however, there are unresolved issues, e.g. the level of service required, the rental fees, etc. which need to be addressed. She said that an ad hoc committee may be able to "fill in the blanks" relative to these issues. She noted that the current practice will continue until the appropriate direction is achieved for the program.

When Dr. Johnston ruled that Mr. Mulholland's motion could not be allowed at this time as per parliamentary

procedure, Mrs. Hill challenged the Chair, which was Carried.

Trustees R. Stewart and Deans expressed opposition to the motion. Mrs. Deans considered the present policies and procedures as merely statements at this stage.

Mrs. Bishop acknowledged Mr. Mulholland's support for the present child care operation; however, she cautioned the Board may be in an awkward situation if the concerns surrounding the program are not dealt with appropriately. She noted that key to these issues would be the level of service, the rental fees and the relationship of the Hamilton Board with the Umbrella Family and Child Centres of Hamilton.

The motion was put to a vote and was LOST.

Moved by Mrs. Clarke:

That the following recommendations from the Report re Child Care Policy be approved:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee. CARRIED

(b) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

Moved in amendment by Mr. Mulholland:

That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review and that certain level of service be not below Level 4 (based on the Canadian School Trustees' Survey on Child Care).

Mr. Korz disagreed with the amendment as this removes the flexibility of determining the appropriate level of service for child care.

The amendment was put to a vote and was LOST.

The original motion was put to a vote and was CARRIED.

(c) That the Child Care ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991. CARRIED

(d) That until the Child Care operating manual is approved:

(i) no additional space in Hamilton Board of Education buildings be allocated to child care beyond

centres currently in place and centres in the planning stage as of February, 1991.

(ii) child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.

Moved in amendment by Mr. Mulholland:

That the following clause (d) (1) of the recommendations from the Report re Child Care Policy be deleted:

(d) That until the Child Care operating manual is approved:

(1) no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.

Mrs. Bishop expressed her opposition to the amendment. In light of current budget restraint, she said the Board's capability to provide more child care facilities will rest largely on funding.

The amendment was put to a vote and was LOST.

The original motion was put to a vote and was CARRIED.

(e) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee. CARRIED

(f) That the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved. CARRIED

Ms. Rappolt assured the members that, as in the past, any financial implications resulting from the child care program will continue to be presented for Board approval.

Status Report - Race Relations

Mr. Sinclair suggested the members deal with the Status Report - Race Relations as the first item of the agenda in consideration of the people in the audience who came to hear the report.

Moved by Mr. Allen:

That the Status Report - Race Relations be the first item on the agenda. CARRIED

Mr. Sinclair reviewed the report with the members. He noted the key outcomes of the recent meetings of the Race Relations Steering committee (composing

trustees, officials, support staff, Federation and Union members and community representatives) including the direction to increase community representation on the Steering Committee and the approval of timelines for the development and implementation phases of the Race Relations program. Mr. Sinclair then discussed these timelines as detailed in the timetable (Pages 11C and 11B) attached to the report. In conclusion, Mr. Sinclair remarked the Race Relations committee expects to bring regular status reports to the Development Committee beginning in May, 1991.

Moved by Mrs. Deans:

That the status report on Race Relations be received for information.

In response to Mr. Korz' question, Mr. Sinclair said it will be difficult logistically at this time to define the specific areas where community representation will be increased. He assured the members a fair evaluation will be done although it may not be possible to cover all segments of the community. He added that the visible minorities and other special needs groups will definitely have representation and that the names of these community representatives may be provided to the trustees when required.

Mr. Korz expressed hope that there will be an appropriate balance in terms of community representation to deal with the Board's Race Relations Policy development.

Responding to Mr. Korz' query, Mr. Sinclair explained that the Steering Committee was struck to provide general input, guidelines and direction to the people working on the Race Relations strategic plan. The Action Teams are working groups given the task of drawing specific policies, procedures, sanctions under each of the component of the Race Relations Policy for submission to the Design Team and discussion with the Steering Committee prior to presentation to the Development Committee of the Board.

Mr. Sinclair, in reply to Mr. Allen, said the Board's Race Relations program generates a strong community representation through a "contact network" maintained by Board staff with various community groups.

Mrs. Bishop was concerned with the seemingly delayed implementation phase for the Race Relations Policy. Mr. Allen recalled his experience when involved with multicultural and ethnocultural work. He was amazed to find how very difficult it was to bridge or bring people of varied backgrounds and cultures together. While he acknowledged the concerns expressed by some trustees pertaining to the phase of the Board's Race Relations program, Mr. Allen said this sensitive issue truly calls for closer consideration.

Mr. Sinclair, in response to Mr. Kennedy's concerns, explained that the booklet, "Towards Race Relations and Ethnocultural Equity, Update: March 1990" (earlier distributed throughout the system) was written based on submissions from all interest groups and could be regarded as the development of the Policy in principle. At this time, procedures are being prepared to support that Policy in principle in order to transform it to a living document. He added that the Policy, when in place, will impact on all interest groups in the system as well as all relationships of the Board within the community.

Referring to Race Relations programs initiated at the Federal, Provincial as well as local government levels, Mr. Kennedy said it may be worthwhile for the Hamilton Board to explore the resulting resource materials to forego duplication of efforts. He felt the Board seems to be "re-inventing the wheel" with its on-going Race Relations program.

Mr. Rielly stated that about 90% of the value of the Board's Race Relations Policy document is the process used in getting to its present development stage. He noted the Board can take pride from a sense of ownership with this important document once completed and in place. Mr. Rielly emphasized the continuing positive feedback from within our system and the community. Due to its "credentials", much of what was done on our Race Relations Policy has been used as a model for other boards.

Mr. Allen noted that most of the legislation from the government regarding Race Relations is focused on equity and human rights rather than the specific classroom needs at the education level.

Mrs. Deans stated that, like the other trustees, she too would like to see the Policy in place; however, she felt the Board's commitment to community involvement for this program should be upheld.

The motion was put to a vote and was CARRIED.

Dr. Johnston thanked Mr. Sinclair for the update and acknowledged the presence in the audience of Mr. Steve Barrs, Values Education Consultant, who has been doing considerable work with this program.

NEW BUSINESS:

Moratorium on General Interest Courses - Spring Term

In reviewing the report with the members, Mr. Skidmore stressed that the officials made the recommendation not without sensitivity to the impact of this direction on the general public. However, the financial losses accruing with the continuation of these courses coupled with compliance to the mandate of 6% budget increase outweighed the sentiments the proposed moratorium could evoke. He concluded that the fees from these courses no longer reflect the administrative costs and salaries of staff as continued enrolment

decline is apparent. He added that with the approval of the recommendation, the Board expects savings of approximately \$31,000 to \$38,000.

Mr. Skidmore clarified that the courses involved would have been completed as of March, 1991. He explained that it is the general assumption from the public that these courses will continue through the Spring and Fall.

Mrs. Deans disagreed with the recommendation as she considered the savings not worth the resulting damage to the Board's public image. She referred to some 250 petitions from persons wanting to keep the courses at Barton Secondary School; she said the seniors among this group would even prefer paying higher fees than losing the courses altogether. Mrs. Deans suggested waiting for the findings of the Adult and Continuing Education Action Team before taking this big leap which could mean permanent damage to the Board.

Mr. Kennedy acknowledged the officials' course of action in light of the pressure imposed upon them to achieve the 6% budget mandate. Ironically, this may be a way of reducing the education tax dollars for the taxpayers.

Canon Rogers found the report very offensive as it reflected no consideration for the people who continue to enrol in our school system. He wondered if it would be worth annoying so many people for the savings accruing from the moratorium. He cautioned it may take this Board a number of years to rebuild its public image if this recommendation is approved.

Mrs. Clarke understood the officials' rationale for the recommendation. However, she expressed concerns regarding the short timeline for the moratorium and the communication plan which may be required to reach the public regarding this issue.

Mr. Skidmore explained the communication strategy planned for the moratorium, highlighting that press coverage and advertisements will be in place to communicate this decision to the general public. He also noted that the officials have a contingency plan in the event the recommendation is not approved. He stressed, however, that the program start will be delayed by about a week in this situation. At this point, Mrs. Hill requested for a sample of the recent advertisement of the Board's general interest courses. Ms. Rappolt obliged to this request.

Miss Cunningham felt the recommendation should have been brought earlier to the Board considering the timeline involved.

Mr. Skidmore acknowledged the members' concerns; he said the issue became evident shortly after the last Development Committee meeting and the officials were not in a position at that time to bring the issue to the

Board right away. However, he assured the members that the contingency plan can be in place any time if required with the least disruption (one-week delay).

Referring to the members' concerns as to the need to restructure the course fees, the feasibility of a user pay method (similar to the violin program), reducing or consolidating class sizes, Mr. Skidmore said that all these issues are expected to be addressed through the Action Team of the Adult and Continuing Education. With the suggestion of a tri-board effort for Adult and Continuing Education program, Mr. Skidmore felt this may be a critical issue to address as the Hamilton Board is seen as providing leadership on the program.

Moved by Mrs. Bishop:

That a moratorium be placed on General Interest Courses for the Spring Session with a view to a resumption of service for the Fall of 1991. LOST

With the recommendation not approved, Mr. Skidmore clarified that a status quo operation relative to the general interest courses will not require Board approval.

Mr. Stockwell stated that this recommendation was only one of the many recommendations for Board approval at the Budget Review Committee. He wished to rectify the impression of a "devious plan" on the part of the officials relative to bringing recommendations of this type for trustees' consideration.

Development Committee,
January-December
Planning and Tracking

Mr. Skidmore distributed the handout, "Development Committee, January-December Planning and Tracking", a flowchart detailing the course of program items for consideration by the Board between now and December.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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DEVELOPMENT COMMITTEE

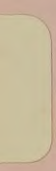
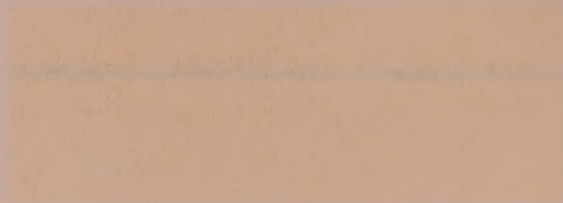
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GOVERNMENT DOCUMENTS





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ON THE PROGRESS OF THE WORK

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2. The second part deals with the work done during the year.
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4. The fourth part deals with the work done during the year.

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MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 04 04

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also

Present: Trustees Bishop, Desmarais, Hill, Lowe, Mulholland, Paquin, Penner, Rogers and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area 1)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
R. Lavole (Superintendent of Schools - French as a First Language)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

Dr. Johnston called the meeting to order and expressed regrets from Trustee A. Stewart. He then asked for confirmation of the minutes of the last regular meeting.

Moved by Mrs. Deans:

That the minutes of the last regular meeting of 1991 03 07, including the revised Page 4, be approved as presented. CARRIED.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Freedom of Information
Update

Mr. Kawai reviewed the report. He provided a brief overview of the developments within the Board pertaining to the Municipal Freedom of Information and Protection of Privacy Act (Bill 49) since this legislation was effected on 1991 01.

In response to Ms. Patenaude Barker's query, Mr. Kawai explained the implication of Bill 49 in completing Board job application forms. He noted that an applicant is entitled to know and must give consent as to where the information will be used, e.g. references, etc. Mr. Kawai added that there is no immediate need to re-format the Board's application forms relative to the Act.

Responding to Mr. Kennedy's question, Mr. Kawai recalled the decision made in December by this Committee that the Superintendent of Information Management would act as the Freedom of Information (F.O.I.) Co-ordinator; however, there was agreement that the Superintendent's workload would be assessed in order to determine the feasibility of his continuing with this added responsibility.

Moved by Mr. Kennedy:

That the Freedom of Information (Bill 49) Update be received for information. CARRIED

Program Department
Strategic Planning

a) Ministry of
Education Response
Process

Mr. Skidmore explained the flowchart which illustrates the proposed process for responding to the various program requests originating from the Ministry of Education. He emphasized the importance of having a clear process to facilitate the Board's compliance with the Ministry's requests. Mr. Skidmore assured the members that all documents will come to this Committee after extensive preparation and validation throughout the system and other stakeholder groups before submission to the Ministry.

Moved by Mrs. Deans:

That the Process for Responding to Ministry of Education Program Requests be approved.

Mr. Skidmore clarified for Mr. Allen that the response timelines range from about three months to less than two years, depending on the nature and extent of the request. He said the Board currently has two requests, i.e. the Transition Years and Technological Studies documents; it is anticipated that more requests will be forthcoming particularly involving inter-ministerial initiatives.

Miss Cunningham expressed hope that adequate flexibility will prevail throughout the response process.

The motion was put to a vote and was CARRIED.

b) Adult Education

Mr. Skidmore said he has seen the first draft of the working paper pertaining to the Board's General Interest courses and commented that the expected input has been achieved. He acknowledged the concerted efforts of the Action Team which resulted in substantive recommendations. The draft document was referred back to the sub-committee for final preparation and is expected to be presented to this Committee in May.

In reply to Mrs. Bishop's question, Mr. Skidmore advised that specific recommendations and accompanying rationale covering General Interest, Summer and Adult (English as a Second Language/Basic Adult Education) courses are anticipated from the Adult and Continuing Education Action Team for implementation in the Fall.

Moved by Mr. Allen:

That the verbal Update re Adult and Continuing Education be received for information. CARRIED

NEW BUSINESS:

Presentation by
French Language Section

Mr. Lavoie called on Trustee Desmarais to review the report with the members.

Mr. Desmarais explained in detail the contents of the Memorandum presented by French Language Sections

of various school boards (including the Hamilton Board) to the French-Language Education Governance Advisory Group, a body recently established by the Ministry of Education to review French-Language instruction in Ontario. The Memorandum highlighted a proposal for a regional umbrella board which would serve the entire French-speaking population in the region.

Mr. Lavoie clarified that the report was presented to this Committee for information only and suggested the members may wish to submit another brief giving their position on the issue.

Moved by Mr. Desmarais:

That the Report re Memorandum Presented to the French-Language Education Governance Advisory Group be received for information.

Mr. Mulholland expressed his concerns with the financial implications (particularly the funding) the proposal may entail. He was also apprehensive about access into the separate schools by public school students given some restrictions, e.g. religious orientation.

Mr. Lavoie responded that the Ministry of Education has been looking at the issue of finances in this province for a number of years and so far no decision has been made to provide equitable funding for any group. He referred the members to the discussion on funding in the report for further clarification. Regarding the concern on access, Mr. Lavoie stated that admission to French-Language schools is currently guaranteed by the Education Act and this will be the continuing practice.

Mr. Lavoie explained that a key advantage of the proposal is to bring a greater number of students together to benefit from shared services. Currently, there is considerable inequity around French-Language services in Hamilton. Georges P. Vanier Secondary School has purchased some services to meet the needs of its students but the bilingual nature of the school makes it very difficult to have bilingual specialists. Mr. Lavoie stressed that the proposal will make more services available to a larger French-Language student population. He added that the umbrella school board is only one option among many being considered by the Ministry. He briefly described another likely option: a school board which would exist in name only and function like a "clearing house" where other school boards can purchase services for its French-Language students.

In response to Mrs. Deans' query, Mr. Lavoie stated that if the proposal is approved, the Georges P. Vanier Secondary School building could be transferred to another school board, as is the usual practice in some cases.

Mr. Desmarais clarified that sharing French-Language education services among boards may not be comparable to sharing the services of the French-Language Superintendent as is currently done between the Hamilton Board and the Hamilton-Wentworth Roman Catholic Board. He noted that shared services among boards may pose some difficulties along the way.

Mrs. Deans felt the proposal represents an added cost to the taxpayers which may far outweigh any benefits accruing for the students. She thought the creation of another school board would only "spread the education dollar thinner and thinner".

Mr. Lavoie commented that the proposed French-Language school board could address the issue of control, e.g. governance, trustees' decisions, etc. over students that belong to the French-Language-speaking population.

Ms. Patenaude Barker said the financial cost may be minimal particularly with staffing, i.e. a Superintendent of Schools is already in place, requiring only a Director of Education. She believed the proposed structure could result in better co-ordination among French Language Sections in the region.

Mr. Lavoie, in reply to Mr. Korz' query, explained that French will be a requirement in some job areas, e.g. support staff, even caretaking positions.

In response to Mrs. Bishop's question, Mr. Lavoie said that staff professional development, particularly with the teaching staff, is currently a major problem. He said specialists at Georges P. Vanier Secondary School usually go outside of Hamilton to acquire their specialization, teachers change school boards to obtain professional development or outside trainers are brought to Hamilton to train staff. With the proposed regional French-Language school board, Mr. Lavoie expressed optimism that these difficulties will be addressed.

Mrs. Bishop recognized the members' deep concerns about the global impact on education costs if this proposal is approved.

Mr. Kennedy acknowledged the rights of the French Language Section to support this undertaking. He expressed confidence the French-Language trustees are aware of the costs and will practice restraint with the financial implications of the proposal. He said this may evolve in a better utilization of the expertise of the Boards' senior officials. However, Mr. Kennedy expressed concerns with the likely movement of specialized staff; he hoped that an economical allocation of staff hours in the classrooms could be established for the benefit of the students.

The motion was put to a vote and was CARRIED.

Naturalization Programme

Mr. Skidmore provided background information pertaining to the City of Hamilton's Park Naturalization Programme. He then called on Mr. Jeff Nichol, Consultant of Environmental/Outdoor Education, to review the report with the members.

Mr. Nichol defined the term "Naturalization" as the process of taking specific areas, where appropriate, and allowing natural species of plants to grow in a somewhat unattended way.

Responding to Mr. Allen's inquiry, Mr. Nichol advised that no definite plans have been laid out by the City at this time. Likewise, any indication about sharing the costs involved with this project is yet to be seen. Mr. Nichol commented that the Parks Department has expressed interest in an activity in one of Hamilton's schools (Cardinal Heights) and suggested they might like to use this school project as a model.

Mrs. Bishop commended the report and stated that such a program is timely, particularly in the City area.

Mr. Nichol agreed with Mrs. Bishop that input from the Conservation Authority may be useful. He said this direction may be considered during Earth Week celebrations.

Moved by Mrs. Deans:

That the following recommendations relative to the City of Hamilton's Park Naturalization Programme be approved:

(a) That the Report re City of Hamilton's Park Naturalization Programme be received for information.

(b) That the Board authorize the officials to continue to explore with the Parks Department positive initiatives in environmental awareness.

Mr. Stewart expressed ambivalence in supporting the motion. He said this undertaking could be short lived like some other projects abruptly discontinued by the City. He could not allow an inefficient use of Board staff's time and efforts.

Mr. Mulholland did not support the motion while Canon Rogers endorsed its approval.

Part (a) of the motion was put to a vote and was CARRIED.

Part (b) of the motion was put to a vote and was CARRIED.

Site-Based Management

Mr. Binns began to review the report when the Chair called on Miss Cunningham, Chairman of the Board, who advised the members that the report contained items which are currently negotiating issues. She felt

a Caucus meeting was in order prior to considering the report.

Moved by Mr. Korz:

That a Caucus meeting be convened at this time to hear the concerns raised by the Chairman of the Board pertaining to the Report re Site-Based Management. CARRIED

The members then met in Caucus.

When the Development Committee reconvened, the presentation on Site-Based Management continued and Mr. Binns was advised to focus his discussion solely on Part I (Changing Organizational Structure - up to Page 16) of the report.

The report emphasized that site-based management would give the schools greater autonomy in the areas of budget, staffing and curriculum. In such a decentralized operation, the Principal would play a pivotal role as a link between Senior Management and the school system. Mr. Binns noted that it is the general feeling among school staff that there is still inadequate evidence of decentralization in the school system.

Moved by Mr. Korz:

That the Report re Site-Based Management--School-Based Improvement be received for information. CARRIED

Dr. Johnston stated that comments and questions pertaining to site-based management could come forward at another time. He thanked Mr. Binns, on behalf of the members, for the presentation.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Program Department Strategic Planning

a) Middle School Action Plan

Mr. Skidmore gave a brief overview and said this report was based on the findings from the Program Department Strategic Planning process. He noted the significant congruency between what was done in the past and the work now being done by the Action Team established to review the Board's Middle School programming.

Mr. Skidmore called on Ms. Rappolt and Mr. Stewart Thompson, Middle School Special Assignment Teacher, to speak on the highlights of the report.

Ms. Rappolt stated that this report signifies the direction the Middle School sub-committee is

recommending. She added that the key findings were based on sound practices and research data.

It was clarified by Ms. Rappolt that the report was being presented in light of the issue on accountability as indicated by feedback through the Program Department Strategic Planning process and the trustees' wish to be involved on issues pertaining to program. Ms. Rappolt added that it is usual practice to present programs requiring sizeable amounts of equipment and non-mandated programs like French Immersion, Child Care, etc. to trustees for their consideration.

Ms. Rappolt recalled the events which transpired relative to the Middle School programming dating back from the formation of the Middle School Task Force in the early 1980's.

Mr. Thompson showed a video depicting the Hamilton Board's Middle School Program following which he explained in some detail the specific recommendations included in the Middle School Action Plan. Ms. Rappolt drew particular attention to the Conclusion accompanying the recommendations in the report.

Mr. Kennedy expressed his appreciation for the report as well as the video. He requested clarification relative to evaluating the success of the program.

Ms. Rappolt referred to Recommendation No. 5, i.e. to conduct a system review in 1994-95 to assess the level of implementation of the plan. She stressed the need to establish benchmarks within the next 18 months to have a sound tracking of students. She cautioned, however, that this assessment should be done in conjunction with the requirements of the Freedom of Information Act. Ms. Rappolt expressed confidence that the Board has the proper mechanism and skills to address this.

Mrs. Bishop commended the report, particularly the specific recommendations and timelines provided.

Responding to Mrs. Hill's concerns, Ms. Rappolt said the term "Cross-Disciplinary Planning" in Recommendation No. 7 may have some negative connotations; however, a very determined view prevails that this should not be the case and that the system, particularly the teaching staff, is committed to the highest level to achieve effective implementation.

Mr. Korz complimented the report. He expressed his concerns that insufficient numbers of students were interested in subjects like Mathematics and Science. He wondered if middle school instruction falls short of its aim to prepare the students for Secondary School.

Mr. Skidmore clarified that no data is available to answer some of the questions raised by Mr. Korz. He advised that the Board participated in a Grade 8 Provincial Review and results are expected within the

coming months. He agreed to bring the information to this Committee when available. Mr. Skidmore said further recommendations coming from the Middle School Action Team would be based on the findings from this Provincial review.

Mrs. Hill reminded the members that the recommendation regarding Middle School programming was tabled at the March Development Committee meeting.

Moved by Mrs. Hill:

That the following recommendation be lifted from the table for discussion:

(a) That the report of the Middle School Development Committee be approved and become the mandate for Middle School programming. CARRIED

Moved by Mr. Korz:

That the Middle School Action Plan be approved, including the specific recommendations in the report, except Recommendation No. 6:

1. That the Belief Statements be adopted as the philosophy on which Hamilton Middle School plans will be developed and assessed.

2. That the Image of the Ideal Middle School Program be approved in principle. Timeline: Completion, June, 1991

3. That a guidebook for the Middle School be developed in 1992, under the direction of the Middle School Special Assignment Teacher. Timeline: Completion, Fall, 1992

4. That a preliminary review of Middle School program be conducted at each school by the middle school special assignment teacher (or designate from the Program Department) and the area supervisor, in consultation with the principal, beginning in the Fall of 1991. Timeline: Completion, Spring, 1992

5. That a system review be conducted in 1994-95 to assess the level of implementation of the Middle School Plan.

7. That Cross-Disciplinary Planning be implemented in each middle school by 1992-93.

8. That in 1991-92, the Program Department and each area develop a middle school staff development plan.

9. That in 1991-92, each middle school principal include a middle school staff development component as part of the school plan.

10. That, where necessary, staff be redeployed to support the implementation of school staff development plans. Timeline: 1991-1995

11. That teaming be incorporated into each middle school's plan by September, 1991.

12. That the staffing process for middle schools be reviewed by the Superintendent of Schools, and recommended changes be brought to Board for approval by January, 1992.

13. That a plan identifying the basic facilities required for middle school program be developed by the Middle School Development Committee, and submitted to the Accommodation Committee by January, 1992 for approval at Board as part of the 1992 Accommodation Committee Report.

14. That a review of each middle school be conducted beginning in September, 1992 to determine the changes, if any, required to meet the basic facilities list.

15. That regular updates be made to the Development Committee and to other system groups as part of the on-going implementation of the Middle School Plan. Timeline: Fall, 1991

16. That regular updates to parents regarding middle level education be continued. Timeline: 1991-1993

Mr. Korz noted the exclusion of Recommendation No. 6 in his motion due to some reservations with the Advisor Program because he feels it gives the impression of "artificiality".

Mrs. Clarke considered the Advisor Program beneficial in identifying students who are at risk as well as those at the end of the spectrum, i.e. students with special talents and/or special needs. She noted the program may be more effective if a strong link between the Advisor and parents can be established and maintained throughout the process.

Moved by Mrs. Clarke:

That the following recommendation (Recommendation No. 6) in the Middle School Action Plan be approved:

That each school develop an Advisor Program which provides small groups of students with regular opportunities for guidance and support through interaction with an adult advocate. Timeline: June, 1993

In reply to Mrs. Lowe's query, Mr. Thompson stated that eight of the 24 middle schools in the system have the Advisor Program in place with full complements. He then explained in detail the process involved and

stressed the key role played by the school's Guidance Counsellor in the program.

Ms. Rappolt said that some teachers expressed apprehension with the Advisor Program as this requires a special and different kind of skill.

Responding to Mrs. Hill's question, Mr. Thompson stated that it would be best for a subject specialist to determine the optimum class size for middle schools. Ms. Rappolt added that this may be correlated with the same issue raised at the Secondary School level where the quality of instruction is equated not with class size but with the quality and depth of the program.

Mrs. Hill expressed reservation in approving recommendations with financial costings to be realized at future dates. She felt uncomfortable that no idea as to a "ballpark" figure was offered and preferred to wait until hard data is available.

Ms. Rappolt acknowledged Mrs. Hill's views and called it a "catch 22" situation at this time. She assured the members that any financial implication will be monitored closely and nothing will be done without the members' final approval.

Mr. Thompson clarified for Mr. Allen that a system of "cross grading or grouping", done randomly or according to numbers, is one way of selecting the students attending the Advisor Program. He emphasized that the leadership of the Principal, coupled with an absolute commitment from the teaching staff, could ensure the success of the program.

Mr. Stewart observed some resemblance of the Advisor Program with the Woodward School Program. He expressed concern that the transfer of teachers from school to school may impact negatively on this program.

Ms. Rappolt and Mr. Thompson both agreed that this disruption may affect the Advisor Program if done frequently, particularly when a certain bond is established between teacher and student. Mr. Thompson said a proper balance should permeate the whole process to counter any adverse situation.

In response to Miss Cunningham's concern about possible resistance from principals with the Advisor Program, Mr. Skidmore expressed confidence that if the program is endorsed by the members, it would provide the Superintendents of Schools with the appropriate framework and criteria with which to work with the principals.

Miss Cunningham appreciated Mr. Skidmore's comments. She hoped, however, that this program would be a success when implemented rather than just "look good on paper". She felt that the public's current perception is that the system does not have a method

of providing a standard on how students are performing. Zeroing in on Grades 6, 7 and 8, Miss Cunningham said this Board must know how the students are progressing with the "basics", i.e. reading, writing and dealing with numbers. She hoped the Hamilton Board would be able to communicate to the public an impression of the program's effectiveness to compensate for the corresponding tax dollars spent.

Mrs. Hill felt it more appropriate to use the term "implement" rather than "develop" in Recommendation No. 6. She also suggested re-wording the motion to reflect the views expressed by Mrs. Clarke pertaining to parents' involvement with the Advisor Program.

Moved in amendment by Mrs. Hill:

That each school implement an Advisor Program which provides small groups of students with regular opportunities for guidance and support through interaction with an adult advocate who will act as the primary link between the student's parents/guardian and the school. Timeline: June, 1993

Mr. Korz motion was put to a vote and was CARRIED.

Mrs. Clarke's motion, as amended, was put to a vote and was CARRIED.

Referring to Recommendation No. 12, Mr. Skidmore clarified for Mrs. Hill that the Middle School Action Team report is a system document in which the Superintendent of Schools plays an active part, particularly in the area of accountability. He stressed that no document will be flowing to the Board for consideration without details on accountability.

Mr. Skidmore referred to the rationale accompanying Recommendation No. 12 and suggested the word "will" (second sentence, fourth line) would be more appropriate than "may" in delivering the intent of the recommendation.

Dr. Johnston thanked Mr. Skidmore, Ms. Rappolt and Mr. Thompson for the excellent presentation. He noted the worthwhile undertakings emanating from the Program Department under the able leadership of Mr. Skidmore, complemented by Ms. Rappolt. Referring to Ms. Rappolt's upcoming secondment to the Ministry of Education, Dr. Johnston remarked that she will be greatly missed at this Board.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

URBAN/MUNICIPAL

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1991

MAY, 1991

MINUTES OF THE
**DEVELOPMENT
COMMITTEE**

URBAN MUNICIPAL

MAY 28 1991

GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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DEVELOPMENT COMMITTEE

1991 05 02

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**MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 05 02**

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also

Present: Trustees Baskin, Bishop, Desmarais, Hill, Lowe, McWhinnie, Mulholland, Rogers and A. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawal (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
D. Rothwell (Superintendent of Schools - Area 5)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

Dr. Johnston called the meeting to order and asked for confirmation of the minutes of the last regular meeting.

Moved by Mrs. Deans:

That the minutes of the last regular meeting of 1991 04 be approved as presented. **CARRIED.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

**French Immersion
Strategic Plan**

Ms. Rappolt presented an overview of the report and recalled the discussion of the French Immersion Strategic Plan resource materials at the 1991 04 25 Special Development Committee meeting.

Ms. Rappolt explained in detail the specific recommendations developed by the French Immersion Strategic Planning Committee along with the accompanying rationale. She highlighted the changes reflecting the trustees' comments and suggestions at the December, 1990 Development Committee meeting.

Referring to Recommendation 5 about accommodation, Mrs. Deans wanted the composition of the Task Forces to be spelled out in writing in this document. She underscored the importance of parents' input.

In response to Mr. Korz' question, Ms. Rappolt explained that the Committee did not recommend any changes to the current practice relative to a gifted program in French Immersion as this aspect is being considered by the Program Department's Action Team reviewing the Gifted program for all students.

Miss Cunningham inquired if the costing for the teaching staff was based on the lowest level of a teacher's salary as in the past.

Mr. Shewfelt replied the costing information on this has not changed.

Replying to Mrs. Hill's query, Ms. Rappolt explained that the task force would be managed by the Superintendent of Schools and would include the area Principals and parents as well as representation from the Program Department. She added that the structure of the task force, along with the roles of these key players, would develop as things progressed.

Mr. Skidmore clarified that the issues dealing with Recommendation 8 would be addressed by the Integrated Support Services Action Team and they would be looking at the overall identified issues re support services within the system.

Mr. Stockwell explained that Section 2 (b) of the French Immersion Strategic Plan Policies/Procedures should not be identified with the school closure procedure. He reminded the members that when Norwood Park Elementary School was opened the issue at Pauline Johnson Elementary School was dealt with as an accommodation matter.

Mrs. Hill asked the meaning of the statement in Section 2 (b) "determined according to area and system accommodation circumstances".

Mr. Stockwell clarified that the final decision pertaining to accommodation would rest with the Administrative Council and drew attention to Section 5 (d) (ii). Ms. Rappolt acknowledged the concern that this latter reference was not included in Section 5 (c) regarding JK-5 Schools.

Ms. Rappolt, in reply to Mr. Allen's inquiry, stated that the report did not recommend hiring French-speaking Learning Resource Teachers; however, if possible, the intention is to recruit them from within the system.

Mr. Stockwell clarified for Mr. Kennedy that non-resident students enrolling in French Immersion classes are required to pay the appropriate non-resident fee.

Along this line, Mr. Korz referred to the earlier suggestion of "removing caps" and the perception that "the school doors will always be opened" to all French Immersion students and questioned the impact this could have on our system.

Mr. Stockwell explained that non-resident students are accommodated if space is available and are not used to calculate the number of classes required for a program.

In response to Mr. Korz' request for assurance that the officials would review this program should the structure of Canada change, Mr. Rielly stated that the officials would do so at the direction of the trustees.

Ms. Stewart supported the recommendations contained in the report and expressed her appreciation for the opportunity to be part of the French Immersion Strategic Planning Committee. She added that developments in Canada stemming from language issues should be closely considered relative to the impact on the educational system.

Though she appreciated the efforts of the Committee, Miss Cunningham stated she was not supporting the recommendations. Commenting that about 90% of the students do not receive any French instruction before Grade 4, she felt it appropriate that the educational system should consider providing all students the opportunity to be bilingual and competitive worldwide.

Moved by Mrs. Deans:

1. That the French Immersion Strategic Planning report and the following recommendations, as outlined in the French Immersion Strategic Plan Policies/Procedures - September, 1991, be approved:

1. Policy

That the following Hamilton Board of Education French Immersion Model become policy:

(a) That the Hamilton Board of Education Early French Immersion program begin in senior kindergarten.

(b) That the Hamilton Board of Education provide a continuous French Immersion program through to the O.A.C. level.

(c) That students with some French competency wishing to enter French Immersion at a time other than senior kindergarten may request assessment.

2. School Organization

(a) That the selection of single or dual-track program delivery in any new French Immersion site be determined according to area and system accommodation circumstances.

(b) That class size, staffing and working conditions for the French Immersion program be determined by principals and Superintendents of Schools according to the collective agreement.

3. Registration Procedures

That the following current practices for registration become policy:

(a) The city is divided into attendance areas for French Immersion. The process for admission is congruent with that for regular program:

- (i) pupils within the French Immersion attendance area
- (ii) siblings of students in the program
- (iii) pupils residing elsewhere in Hamilton

(iv) non-resident pupils

(b)(i) Advertising for French Immersion is part of the Hamilton Board of Education procedure for senior kindergarten registration.

(ii) This advertising takes place in the local newspapers in January and February (one Wednesday and one Saturday) for the following September registration.

(c) By early January, all parents of children in junior kindergarten receive:

(i) information on the French Immersion program

(ii) an announcement of the information meetings, and

(iii) details of the registration procedures

(d) Information meetings are held during the month of February.

(e) Intent to register is conducted during the month of February.

(f) Confirmation of registration is completed by the first Friday in March.

4. Over-subscription for Senior Kindergarten

That, in the event that requests exceed the number of available senior kindergarten spaces in a given school, the Superintendent of Schools determines the resolution using the same options as for other senior kindergarten programs.

5. Long-Term Accommodation Issues

That the following Long-Term Accommodation Plan be implemented for a two-year period, beginning September, 1991, and that it be reviewed as a part of the June, 1993 Accommodation Report:

(a) Program Initiation: JK-5 Schools

(i) The Superintendent of Schools, in consultation with the Program Department and Accommodation Committee, initiates the designation of an additional JK-5 school within the area when any of the following situations exist:

.inability of the existing sites in the area to accommodate requests for entry to the program

.requests from parents representing at least 20 potential Senior Kindergarten children to establish a French Immersion program in a specific site. (16 months lead time is required prior to the desired opening of a SK program in a new location)

(ii) A task force examines the feasibility of accommodating Early Immersion in a school based on enrolment projects and the criteria as outlined in Criteria for Site Location.

(iii) The task force reports to the Superintendent of Schools for decision.

(b) Program Initiation: Middle and Secondary Schools

(i) Administrative Council, in consultation with the Program Department and the Accommodation Committee, initiates the designation of an additional middle or secondary school for

French Immersion within the system.

(ii) A task force examines the feasibility of accommodating middle or secondary program in a school based on enrolment projections and the criteria as outlined in the Criteria for Site Location

(iii) The task force reports to Administrative Council for decision.

(c) Program Phase-Out and/or Relocation: JK-5 Schools

(i) When senior kindergarten enrolment falls below 15 for a period of two consecutive years, the Superintendent of Schools forms a task force to recommend if, when and how program phase-out and/or relocation will occur.

(ii) Administrative Council may relocate programs for reasons other than enrolment to meet system needs. The task force recommends an alternative site or sites.

(d) Program Phase-Out and/or Relocation: Middle and Secondary Schools

(i) When middle school or secondary school enrolment can no longer support the continuance of the French Immersion program in a School, Administrative Council forms a task force, comprised of the Superintendent of Schools, principals and parents of the schools involved, and the Program Department, to recommend if, when and how program phase-out, and/or relocation will occur.

(ii) Administrative Council may relocate programs for reasons other than enrolment to meet system needs. The task force recommends an alternative site or sites.

(iii) The task force reports to Administrative Council for decision.

6. Administration/Staffing

That the following current administration and staffing practices become policy:

(a) Class organization, programming, staffing and timetabling in a school with French Immersion are the responsibilities of the Principal and Superintendent of Schools.

(b) As opportunities arise through the staffing process, the Hamilton Board of Education continues to assign bilingual Teacher-Librarians and bilingual staff qualified in Physical Education and Music to schools with French Immersion.

7. Program

(a) That the following current practices for review, development and delivery of program become policy:

(i) The Co-ordinator of Languages includes French Immersion as one of the second language responsibilities of this position.

(ii) The French Immersion Consultant provides centralized program support.

(iii) Middle Schools

50% percent of classroom instruction is in French. Where choice of subjects for instruction in French is possible, the determination is made by the Principal in consultation with the Program Department and the Superintendent of Schools.

(iv) Secondary Schools

(i) Students are able to study up to 40% of secondary course offerings in French language.

(ii) Alternative subject options are investigated, offered and implemented as approved by Superintendents.

(iii) In keeping with Ministry goals for French Immersion, student enrolment and requests from students and parents, consideration is given to providing up to 50% of secondary course offerings in French language.

(b) That the following program be delivered in primary/junior schools:

(i) Junior Schools

.Classroom instruction in SK and Grade 1 is in French.

.English Language Arts is introduced in Grade 2. As of 1991 09 01, the amount of instructional time for English Language Arts in Grades 2 and 3 will be a minimum of 225 minutes per week.

.As of 1994 09 01, the amount of instructional time for English Language Arts in Grades 4 and 5 will be a minimum of 300 minutes per week.

8.Support Services

That the following current practices for providing support services become policy:

(a) Students requiring the assistance of a Learning Resource Teacher receive support through the LRT staff assigned to the school.

(b) As opportunities arise through the staffing process, the Hamilton Board of Education continues to assign bilingual Learning Resource Teachers to schools with French Immersion.

(c) Students enrolled in French Immersion whose needs require special assistance beyond the LRT have access to:

(i) the special education services of the school as determined by the school D.A.R.T.

(ii) psychological services as provided by the staff of the Department of Psychological Services, Hamilton Board of Education

(iii) special education programs as recommended by an Identification, Placement and Review Committee. (If the recommendation is for a self-contained class then the program is in English.)

9.Resources

That the following current practices for providing resources become policy:

(a) The Co-ordinator of Languages has responsibility for funding textbooks, instructional supplies and Audio Visual equipment necessary for new/additional classes.

(b) The Superintendent of Schools has responsibility for funding classroom equipment and classroom supplies for new/additional French Immersion classes.

(c) Computer software for French Immersion is acquired for schools through the combined efforts of the Computers in Education Department, Languages Department and the school principal.

(d) Library and Media materials for French Immersion are acquired for schools through the combined efforts of the school principal and the appropriate members of the Program Department.

(e) French Immersion adaptations of subject-based curricula are designed, developed and funded by the Program Department (Curriculum Development: Temporary Assistance).

Mrs. Deans indicated her support for these recommendations which impact on one of Canada's official languages, noting they were long overdue.

Mr. Mulholland requested the recommendations be voted on separately.

Recommendation 1 was put to a vote and was CARRIED.

Recommendation 2 was put to a vote and was CARRIED.

Recommendation 3 was put to a vote and was CARRIED.

Recommendation 4 was put to a vote and was CARRIED.

Referring to Recommendation 5 and Mrs. Deans' earlier comments, Mr. Kennedy questioned whether community input was warranted in an internal matter.

Mrs. Deans responded that it would be appropriate for the parents of French Immersion students to have input.

Mrs. Hill referred to Clause (c) and suggested that Administrative Council should also be involved as stated in Clause (d).

Moved in amendment by Mrs. Hill:

That the following be added to Section 5, Clause (c),
Program Phase-Out and/or Relocation: Junior Kindergarten -
Grade 5 Schools:

Administrative Council may relocate programs for reasons other than enrolment to meet system needs. A task force recommends an alternative site or sites.

Dr. Johnston clarified for the members that this amendment would also include Mrs. Deans' suggestion of specifying the

composition of the Task Forces to include the Superintendent of Schools, principals and parents of the schools involved, and the Program Department.

The motion, as amended, was put to a vote and was CARRIED.

Recommendation 6 was put to a vote and was CARRIED.

Relative to Recommendation 7, Ms. Rappolt clarified for Mr. Kennedy that 1993 is the timeline set for reviewing the current practices relative to French Immersion.

Recommendation 7 was put to a vote and was CARRIED.

Recommendation 8 was put to a vote and was CARRIED.

Recommendation 9 was put to a vote and was CARRIED.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

French Immersion Strategic Plan - Transportation

In response to Mr. Korz' concern, Mr. Rielly clarified that according to Bill 75 Transportation is considered to be under General jurisdiction.

Mr. Korz challenged that transportation relative to French Immersion is an Elementary/Secondary issue and made the following motion:

Moved by Mr. Korz:

That the French Immersion Strategic Plan - Transportation be dealt with under Elementary/Secondary. LOST

Ms. Rappolt discussed briefly Recommendation 10 pertaining to Transportation for French Immersion students. She noted that Senior Management felt it necessary to detail the implications of these recommendations in this report. Acknowledging that it was a contentious issue, Ms. Rappolt stated that, from a program standpoint and as Chairman of the French Immersion Strategic Planning Committee, she felt an obligation to include the rationale for the trustees' consideration. She recognized the fact that these recommendations did not achieve the unanimous support of the Committee and referred to Mrs. Lowe's previously stated views as an example.

Ms. Rappolt noted that these particular recommendations involve issues beyond just transportation and are really tied to access, equity and accommodation.

The possible implications of the Transportation recommendations for the French Immersion program were then discussed by Mr. Stockwell on behalf of Senior Management. He noted information about Ministry policy and directions regarding junior and senior kindergarten that was obtained from the Ministry of Education - Central Regional Office.

When a statement on page 6(a) was questioned relative to current Board policy, it was clarified that Junior and Senior

Kindergarten students who cannot be accommodated in their neighbourhood school are not transported to the school in which they enrol.

Mr. Shewfelt responded to Mr. Mulholland that Board policy was changed in 1986 to include Junior Kindergarten students who live 1.6 k from their neighbourhood school.

Mr. Shewfelt, in reply to Mr. McWhinnie's query, stated that financial figures reflecting the lower transportation grants from the Ministry would be provided. (see attached Update to Page 43)

Mr. McWhinnie questioned where the funds would come from for this additional bussing.

Ms. Rappolt acknowledged the financial implications of the recommendations and said this was the key rationale for recommending transportation for the elementary students be phased in over a five-year period.

In reply to Mr. McWhinnie's inquiry, Mr. Stockwell stated that, while Senior Management is not unified in its position with respect to transportation for this program, the officials have expressed much compassion regarding the question of equity and access of students to the program.

Mr. Rothwell clarified for Mr. McWhinnie that the safety concerns at Norwood Park Elementary School have been addressed, i.e. improvements to the "drop-off" area are scheduled for July, 1991.

Mr. McWhinnie wondered if the idea of the parents sharing the transportation costs was considered during the planning process.

Ms. Rappolt said this was not considered at the Committee level.

Mrs. Lowe affirmed Ms. Rappolt's statement that she did not support the recommendations for transportation relative to the French Immersion program. She cited feedback from some parents which indicated they are not in agreement with the proposal either. Mrs. Lowe questioned the Board considering adding transportation at this time and suggested it may be time to start "backing off" some of the transportation it does provide.

Mr. Shewfelt clarified for Miss Cunningham that the Ministry has advised the Board that General Legislative Grants will reduce the level of support for transportation beginning in July, 1991. These figures will be reflected in the update report that Trustee McWhinnie requested earlier in the meeting. He added that no written indication has been received from the Ministry on any future reductions in these grants.

Mr. Kennedy spoke in opposition to the bussing and asked whether the senior officials could visualize the consequences of "open bussing" on the enrolment in the Program.

Ms. Rappolt, Mr. Hill and Mr. Gallagher each referred to studies which project the average increase of 4-10%, i.e. from 9% to a maximum of 15% of total Hamilton Board of Education enrolment.

Although she sympathized with issues on equity and access, Miss Cunningham expressed concerns on the consequences of bussing the French Immersion students.

Referring to her earlier statement, Ms. Rappolt clarified that sharing transportation costs with parents was not raised at the full French Immersion Strategic Planning Committee but rather at the Equity and Access Sub-committee. Mr. Gallagher agreed and added that the sub-committee "brainstormed" on this idea but did not make any recommendations relative to it.

Mr. Shewfelt questioned whether the Board could charge a portion of the transportation costs to the parents if grants were being received from the Ministry for this purpose. If this were to be a serious consideration, it would have to be checked with the Ministry.

Ms. Stewart speculated that a 13% enrolment in the French Immersion program would result in more French Immersion schools rather than more bussing.

Mr. Korz asked at what point would this program revert to an extended French Core program.

Ms. Rappolt responded that this Committee had not considered the program "reverting to Core French" as part of its mandate. She felt it would be a reasonable assumption that, under a new direction of program accountability, it should be reviewed again in 2-3 years.

In response to Mr. Mulholland's inquiry, Mr. John Hill, Co-ordinator - Languages, described the French Immersion program currently offered by the Hamilton-Wentworth Roman Catholic Separate School Board and noted that they do provide transportation for these students.

Moved by Canon Rogers:

10.2 That the Board's transportation policy apply to Senior Kindergarten (SK) to Grade 8 students in the French Immersion program and that the policy be phased in over a five (5) year period. It is further recommended:

(a) that within two years, transportation be provided for students living more than 3.2 kilometres from the designated French Immersion school. (September, 1992)

(b) that within four years, transportation be provided for students living more than 2.4 kilometres from the designated French Immersion school. (September, 1994)

(c) that within five years, the Board's existing transportation policy apply equitably to English and French Immersion schools. (September, 1996)

Canon Rogers stated that he made the motion with the children's safety being foremost in his mind. He also supported the need to address the concerns of equity and access.

Mrs. Baskin opposed the bussing of middle school students.

Moved in amendment by Mrs. Baskin:

That this motion be amended from "Senior Kindergarten (SK) to Grade 8" students to "Senior Kindergarten (SK) to Grade 5" students.

Mrs. Hill inquired about the impact of the amendment on the proposed transportation costing.

Mr. Shewfelt replied that he did not have the statistics available at this time that would answer this question.

Although she recognized the need to provide access to this program in light of the perception that the French Immersion program can only be availed by affluent families, Mrs. Bishop stated she would support the amendment in consideration of the prevailing financial restraint within the system.

Mrs. Deans voiced her support for the motion as she believed the public school system should be accessible to all students. She appreciated Miss Cunningham's earlier comment that all children should have the opportunity to learn French. With English and French being the two official languages of this country, Mrs. Deans said students should be encouraged to be bilingual; she noted this is not a privilege but a right.

Mr. Allen did not support the Transportation recommendations, commenting that this was not the appropriate time to consider bussing for French Immersion. He reminded the members that French Immersion has always been an optional program and asked them to reflect on Mrs. Lowe's earlier comments. Mr. Allen was particularly concerned with the commitment the Board may be embarking on with the approval of these recommendations.

Ms. Patenaude Barker declared a possible conflict of interest and stated she would not be voting on this issue.

Mrs. Clarke did not support the amendment and fully supported the motion in order to address the key issues of equity and access key.

Ms. Stewart reiterated her support for the amendment in providing bussing for French Immersion students. She stressed that equity and access could only come through the approval of all the Transportation recommendations for French Immersion.

Mr. Korz requested a recorded vote on the amendment.

A recorded vote was taken and the amendment was LOST with Trustees Baskin, A. Stewart, Rogers, Deans, Clarke, Desmarais and Bishop in favour and Trustees Allen,

Mulholland, Lowe, Kennedy, Korz, McWhinnie, Hill, Johnston and Cunningham opposed.

A recorded vote was requested on the motion and it was LOST with Trustees Rogers, Deans and Clarke in favour and Trustees Baskin, A. Stewart, Allen, Mulholland, Lowe, Kennedy, Korz, McWhinnie, Desmarais, Bishop, Hill, Johnston and Cunningham opposed.

Moved by Canon Rogers:

That the following recommendation pertaining to French Immersion Strategic Plan - Transportation be referred to the Transportation Committee for further study:

(1) That within two years, bus tickets be available for secondary school students who live beyond the boundaries of the designated French Immersion site(s). (September, 1992)

Canon Rogers stated that the referral motion would provide the trustees and officials the necessary time to consider the impact of this recommendation on the other programs at the Secondary level.

Mrs. Baskin did not support the motion stating that the Board simply could not afford it at this time. However, Mrs. Deans expressed her support for the referral motion and remarked that it was time to review transporting some Secondary School students on the principle that access to education should not be based on the ability to pay.

The motion was put to a vote and was LOST.

On behalf of the members, Dr. Johnston expressed gratitude for the dedicated efforts of all the individuals involved with the French Immersion program. He particularly appreciated the concerns and input provided by the parents; however, he hoped they would understand the decision reached by the Board for this program.

Update - Environmental Policy

Ms. Gillie introduced her co-presenters: Messrs. John Henry, Co-ordinator - Science and Jeff Nichol, Consultant - Environment/Outdoor Education.

In reviewing the report, Ms. Gillie underscored the progress of the activities and initiatives within the system since the adoption of the Environmental Policy during the Fall of 1990. She noted, however, that this Update was not the "annual review" as the policy has not been in place for a year. She expects another report will be presented in the Fall.

Appreciation was expressed by Ms. Gillie for the enthusiasm and interest the issue has stirred among the students and staff. She also acknowledged the assistance provided by the Program Department through its continued work within the curriculum for this undertaking. She felt that all the efforts have promoted a sense of accountability within the system in working towards the improvement of the environment. Acknowledging the need to recognize the efforts by all those involved, Ms. Gillie remarked that the Board's continued support for all the activities and initiatives relating to

environmental issues would be the best recognition for the staff and students.

To support paper recycling in the schools, Ms. Gillie stated that in December, 1990, a grant application was made to the Ministry of the Environment - Student Action for Recycling Program (STAR). She then explained the cost implication of the recycling program for the Board.

Mr. Henry stated that, in addressing the environmental issues identified, the Education Centre would be a "catalyst" in helping the schools make their decisions. He then provided samples of a cotton lunch bag recently introduced in some of the schools for sale through the lunchroom supervisors. The bags cost about \$4.00 each and Mr. Henry said less expensive alternatives are being considered.

When Mr. Korz commented on the accessibility of the blue barrels in the schools, Mr. Nichol explained that placement of these containers is subject to the Fire Department regulations.

Ms. Gillie affirmed there is still enough room for improvement, particularly in the paper recycling area. She said the officials are exploring other possibilities as well as looking at the practices of neighbouring school boards.

Mr. Nichol explained the community-based curriculum, "To Be Out Doorable" designed for the Middle School, which was purchased from Metro Toronto. Mr. Henry clarified further its relevance and impact on the curriculum.

In response to Ms. Stewart's query, Mr. Nichol explained that the adoption of the recycling program depends on the individual needs of the schools.

Mr. Nichol clarified for Dr. Johnston the arrangement with the supplier is that the blue barrels are picked up at no charge to the Board.

Moved by Mrs. Bishop:

That the Update - Environmental Policy be received for information and the grant of \$21,250 from the Ministry of the Environment - Student Action For Recycling Program (STAR) be accepted.

Ms. Gillie clarified for Mrs. Bishop that an annual review is planned covering the environmental programs and activities of the Board. However, she felt that it may take about a year and a half to see significant developments with this project. She agreed to provide the members with information particularly in the area of purchase and conservation of energy and the operations and procedures encompassing the environmental activities within the system.

The motion was put to a vote and was CARRIED.

Ms. Gillie advised that the upcoming Education Week (1991 05 06- 11) would focus on environmental concerns.

Update - Tri-Board
Family Violence
Prevention
Project

Ms. Rappolt gave an overview of the presentation and then introduced Ms. Linda Woolfrey-Cooper, Co-ordinator of Family Studies and Mr. Bryan Schofield, Co-ordinator of Adjustment Services. She thanked the staff involved with the preparation of this report.

Ms. Rappolt stated that family violence is considered as a social and educational issue. To achieve the best results, the three area boards deemed it appropriate to look into this issue in a co-operative and integrated manner. She noted that the project is anticipated to assist the teacher in the classroom in dealing effectively and cohesively with situations that arise.

Moved by Canon Rogers:

That the Tri-Board Family Violence Prevention Project Update be received for information.

Mr. Schofield explained the rationale behind the Tri-Board project.

Ms. Woolfrey-Cooper provided some background information relating to the project. She then discussed the Tri-Board initiatives pertaining to the issue, stressing its impact on the curriculum, the in-service provided and the evaluation done by the Phillips Group, an independent consulting firm in Toronto, on the Tri-Board project.

Reference was made to the handbook dealing with Family Violence which contains current information based on research and feedback from various interest groups. Ms. Woolfrey-Cooper said this will be used by the teachers in the classrooms to effectively assist the students to cope.

In reply to Mrs. Deans' query, Ms. Rappolt agreed to provide a copy of the handbook on Family Violence for the Trustees' Lounge.

Mr. Stockwell clarified for Mrs. Deans the efforts being made in addressing violence in some schools, e.g. youth gangs, vandalism, etc. He stressed that the school authorities are working closely with the Hamilton-Wentworth Regional Police in addressing this problem and added that the concerns about community influence infiltrating some of the schools are being monitored.

Mr. Schofield, in reply to Mrs. Deans, stated that the in-service and courses on domestic violence provided to the teaching staff of all three boards have been useful in dealing with situations in the classrooms.

In reply to Mr. Allen's question, Ms. Rappolt remarked that more training programs, particularly in handling child abuse cases, will be developed through the Tri-Board project to adequately assist the classroom teachers.

Miss Cunningham expressed her appreciation for this worthwhile Tri-Board undertaking. Acknowledging the tremendous inroads gained, she remarked the program has proven its importance.

The motion was put to a vote and was CARRIED.

Adult and
Continuing
Education Action
Team Report

Mr. Skidmore gave a brief overview of the report, noting that Adult and Continuing Education is one of the key areas being addressed in the context of the Program Department Review. He then introduced Ms. Trish Fulton, Chairman of the Adult and Continuing Education Action Team.

Ms. Fulton discussed the planning process undertaken by the Action Team to achieve its mandate and highlighted the research done in consultation with the Ministry of Education and the other school boards. Ms. Fulton also cited the trustee forum and acknowledged the input provided by those trustees who participated.

Mr. Skidmore reviewed in detail the specific recommendations pertaining to the Board's Adult and Continuing Education program. He noted that these recommendations are attuned with the Board's mission statement and emphasized that these specific recommendations were developed in the spirit of both fiscal responsibility and program accountability.

The members agreed to vote on the recommendations according to the sections listed.

Moved by Mrs. Baskin:

That the following specific recommendations in the Adult and Continuing Education Action Team Report be approved:

Summer School Programs

1. That the average class size of summer school secondary school credit courses be established at twenty (20) with a minimum class size of fifteen (15); however, where a course has implications for graduation, the Principal of Adult and Continuing Education be permitted to use his/her discretion related to the course offering. Timeline: July 1, 1991

2. That the number of summer school sites be reduced from three (3) to two (2) with a full-time equivalent supervisor at each location. Timeline: July 1, 1991

3. That a guidance counsellor be assigned to each summer school site for the first week of the program at a rate of pay consistent with the instructional rate for qualified teachers. Timeline: July 1, 1991

4. That an Elementary Summer School Program including Remedial Mathematics Skill Building, Reading Development Skill Building and English As A Second Language be re-introduced. The recommended configuration would entail two sites in the lower city and one in the upper city. Timeline: July 1, 1992
Mr. Skidmore clarified for Ms. Patenaude Barker that the Summer Skill School program, which was among the budget cuts last year, is partially re-instated in Recommendation 4. However, the officials opted not to offer non-remedial activities at this time.

Mr. Bob Cruickshanks, a member of the Action Team, said that summer school programs operated by other boards of education have been doing well. He agreed, however, that such programs should be cost recoverable.

Mr. Skidmore, in response to some concerns, stated that the these courses would be offered at selected locations only with some courses being consolidated in order to be able to offer them.

Mrs. Bishop and Mr. Kennedy commended the Action Team for the concerted efforts in preparing this comprehensive report.

Mrs. Bishop suggested the inclusion of cultural and recreational programs in the future. Mrs. Deans felt air-conditioned classrooms should be among the criteria for the choice of schools for these programs.

In view of the lateness of the evening, the number of recommendations in the report and their importance, Mr. Allen suggested referring discussion to another meeting to facilitate more debate.

Moved by Mr. Allen:

That this report be referred to another meeting at the call of the Chair.

Mrs. Clarke was concerned about the timelines required to act on the recommendations.

Mr. Skidmore responded that a decision tonight on the Summer School programs would be appreciated.

Dr. Johnston noted there was a motion on the floor to approve the recommendations on the Summer School Program. He called a vote and the motion was CARRIED.

In response to the members' query, Mr. Skidmore advised that Recommendations #13, #23, #24 and #32 also require immediate attention in order to plan effectively and in fairness to the staff involved.

Moved in amendment by Mr. McWhinnie:

That the following specific recommendations from the Adult and Continuing Education Action Team Report be dealt with as soon as possible:

13. That current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students. Timeline: September 1, 1991

23. That the existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centre be re-structured. Timeline: July, 1991

24. That sufficient staff be employed through the summer in order to provide program continuity for those adults wishing to pursue existing career goals. Timeline: July and August, 1991

32. That the Fairview Adult Learning Centre be closed and existing programs housed at alternative sites. Timeline: June 30, 1991

Mrs. Baskin noted the important decisions to be made which are incorporated in the report and objected to being pressured to make these decisions at such a late hour.

Mr. Skidmore said that, rather than there being any misinterpretation of undue pressure, he would be willing to have the other recommendations deferred to the June meeting of the Development Committee or to a Special Meeting following one of the other Standing Committee meetings.

The amendment was put to a vote and was CARRIED.

It was agreed that a Special meeting of the Development Committee would be scheduled for Thursday, 1991 05 09, immediately following the Personnel and Organization Committee meeting.

Moved by Mrs. Deans:

That the Development Committee continue to meet beyond 11:00 p.m. CARRIED

Considering the importance of the recommendations referred to by Mr. Skidmore, Mrs. Bishop expressed her preference to deal with these tonight.

Moved by Mrs. Bishop:

That Recommendations 13, 23, 24 and 32 from the Adult and Continuing Education Action Team Report be dealt with tonight. LOST.

Moved by Ms. Patenaude Barker:

That the outstanding Agenda items from the 1991 05 02 Development Committee meeting be referred to a future meeting. CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

UPDATE TO PAGE 43

3. Changes in the grant structure effective July 1, 1991 will result in lower transportation grants.

NET COST OF TRANSPORTING FRENCH IMMERSION STUDENTS

SUMMARY
(based on 1990 enrolment figures)

	<i>3.2 km</i>	<i>2.4 km</i>	<i>1.6 km</i>
Elementary	\$261,367	\$345,845	\$390,414
Senior Kindergarten	35,520	52,170	83,250
Secondary	19,980	19,980	19,980
Total Cost of Transportation	\$316,867	\$417,995	\$493,644
Less Transportation Grant (1990)	137,381	187,361	210,967
Projected Grant as of July 1, 1991	99,587	135,470	151,715
Actual Cost to Board (1990)	\$179,486	\$230,634	\$282,677
Projected Cost as of July 1, 1991	\$217,280	\$282,525	\$341,929

M32
1991

MINUTES OF THE
SPECIAL DEVELOPMENT COMMITTEE
1991 04 25

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Korz, Patenaude Barker and Cunningham.

Not

Present: Trustee Kennedy.

Also

Present: Trustees Bishop, Desmarais, Hill, Lowe, McWhinnie, Mulholland, and A. Stewart.

Officials

Present: A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
D. Skidmore (Superintendent of Program)
M. Quinn (Superintendent of Schools - Area 1)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
D. Rothwell (Superintendent of Schools - Area 5)
G. Rappolt (Assistant Superintendent of Program [Curriculum])
G. Rutledge (Controller)

ELEMENTARY/SECONDARY

Dr. Johnston called the meeting to order and explained that this special meeting was convened to deal with the French Immersion Strategic Plan. He then called on Ms. Rappolt to proceed with the presentation.

Referring to the agenda items, Ms. Rappolt explained the format of the meeting. She noted that the materials provided at tonight's meeting would be discussed for the members' information only. She said the specific recommendations and accompanying rationale would be presented for trustees' approval at the regular Development Committee meeting on 1991 05 02.

Progress To Date

Ms. Rappolt recalled the events relating to the French Immersion Strategic Planning process. She highlighted the identified issues and concerns since its inception in July, 1989. Ms. Rappolt also recalled the discussion and subsequent direction given at the December, 1990 Development Committee meeting pertaining to French Immersion. Ms. Rappolt said the members of the French Immersion Strategic Planning Committee present at this meeting would be willing to entertain any questions from the members. She then acknowledged all the individuals involved in the planning process including Trustees M. Lowe and A. Stewart, staff members, parents and other community representatives for their dedicated efforts.

Policies and Procedures Document

The French Immersion Strategic Plan Policies and Procedures were then reviewed by Ms. Rappolt. She stated that some are essentially the same as the previous practice; she noted revisions reflecting the issues and concerns raised at the December meeting were shown in bold. In conclusion, Ms. Rappolt emphasized that this Policies and Procedures Document is a plan for the Board's French Immersion Program which can be reviewed regularly and revised at any given time.

Cost Analysis

Mr. Rutledge reviewed briefly the costing for the French Immersion Strategic Plan, noting that this was discussed in depth with the members at the December meeting.

It was agreed:

That the Report regarding the French Immersion Strategic Plan, along with the resource materials, be received for information.

Transportation Costing [GENERAL]

Mr. Rutledge discussed the method for costing the proposed transportation recommendations for the French Immersion program. He emphasized that they would be phased in over a five-year period (1992-1996), resulting in three phases based on the eligible distances for transportation.

Ms. Wilson, Transportation Supervisor, reviewed the details of the Transportation Report pertaining to French Immersion. Referring to the data reflected in the report, she noted that these were based on the 1990 enrolment figures, the 1990 transportation grant structure and that the costs reflected the maximum cost to the Board. The net cost to the Board spans from \$179,486 to \$282,677.

Ms. Wilson noted the absence of discussion about the Transportation Department staffing in the report. She advised that Phase 1 of the French Immersion Transportation would be handled by the existing staff complement; however, in light of the projected number of French Immersion students eligible for transportation within the three phases, a review of the Board's Transportation Department staff needs would be required beginning in Phase 2.

In concluding the presentation, Ms. Rappolt referred the members to the issues and concerns identified by the officials in the event the transportation recommendations were approved. She underscored the resulting perception of inequity in terms of the other programs within the system, the financial implication of the proposal in light of the existing budget constraints, the impact of the changes in provincial transportation grants and the current review of the Board's Transportation Policies.

Given the identified implications which might result from the approval of the proposal, Mr. Mulholland wondered if the members would still support the concept.

Mrs. Lowe voiced her reservation about the transportation recommendations given the prevailing financial constraints in the school system. Referring to other school boards' consideration of cutting transportation costs, she felt this may not be the appropriate time to introduce transportation for the program. She added that the Board's plan for additional French Immersion schools, as reflected in the report, could be a key factor to consider.

Ms. Stewart had a different opinion. She felt that approving the recommendations would correct the perceived inequity and access problems currently identified with the French Immersion program. She added that the members' support for this undertaking could signal the Board's intention of regarding the French Immersion program as any other program in the system.

In light of concerns raised pertaining to the Board's non-mandated programs, e.g. French Immersion, Junior and Senior Kindergarten, etc., Mr. Stockwell clarified the process involved in handling these types of programs.

Mr. Mulholland cited that other school boards have considered phasing out the early French Immersion program and adopting a late Immersion program. He specifically referred to the case of the Etobicoke Board of Education. Ms. Rappolt responded that the officials are looking closely at these developments and agreed to provide the members with information when available.

Mr. John Hill, Co-ordinator - Languages, commented that late French Immersion and Middle French Immersion have been long-standing issues and at one time an ad hoc committee was formed to address them.

Ms. Rappolt, in reply to Mrs. Hill's question, said that the other secondary programs offered only at certain schools include the Dental Program at Sir Allan MacNab Secondary School and the Visual Arts Program at Sir John A. Macdonald Secondary School. When asked for the number of students involved in these programs, Ms. Rappolt did not have the information but agreed to provide this at a later time.

In response to Mrs. Hill's query on class size and accommodation for the French Immersion senior kindergarten class at A. M. Cunningham Elementary School, Mrs. Nicholls clarified that if enrolment exceeds the limit of 25 students, available space in another school will be considered first rather than opening a new class. If space poses a difficult situation, Mrs. Nicholls advised that a closer look at the trend of the dropout rate should be done to determine the optimum solution, e.g. consolidation of Grade 1 and Grade 2. Mrs. Nicholls stressed that the method of determining class sizes and staffing is similar to that applied in regular English classes.

Referring to the discussion on Retention for French Immersion in the report, Ms. Rappolt explained further the process of determining the dropout rate and retention statistics for French Immersion. She noted that many factors are considered in looking at both dropout and retention information.

In reply to Mr. McWhinnie's concern, Ms. Wilson clarified that the Transportation Department is considering a .5 to 1 additional staff complement for Phase 2 of the proposed transportation for French Immersion. She added that no additional staff is considered for Phase 3.

Mr. Rutledge clarified further the French Immersion Cost Analysis for Mr. McWhinnie. He noted that the cash fee charge for non-resident students is determined by regulations from the Ministry of Education and this basically covers the operating costs incurred by the Board.

When Mrs. Deans inquired if a Minority Report would be available, Ms. Rappolt remarked that the Committee does not consider a need for such report. However, she referred to the views earlier expressed by Mrs. Lowe which could be considered a minority point of view in terms of the transportation recommendations for French Immersion.

In response to concerns raised relative to the Dental and Arts programs earlier mentioned, Ms. Rappolt agreed to bring further information to the 1991 05 02 Development Committee meeting.

Mr. Korz expressed concerns regarding the implication of this transportation proposal on the Westmount 1990 program. Citing the perceived student dissatisfaction in light of transfer requests to other schools, he cautioned that approval of the transportation for the French Immersion students would create gross inequity among students in other programs.

Ms. Rappolt responded that this particular issue had to be discussed with the senior officials as this was not considered part of the mandate of the French Immersion Strategic Planning Committee.

Mr. Stockwell reminded the members that it is an accepted practice in the system to allow students to attend a school outside their neighbourhood with the understanding that they will make provisions for attending the school of their choice. He added that these requests are made by students for a variety of reasons.

In response to Mr. Korz' inquiry, Mr. Stockwell recalled the circumstances pertaining to the French Immersion program at Norwood Park Elementary School, noting that this situation was not comparable to the Westmount 1990 program.

Mr. Shewfelt clarified for the members that transportation is provided according to the present Board Transportation Policy; however, Westmount 1990 program is not included in that Policy.

Ms. Rappolt, in reply to Miss Cunningham, confirmed the availability of qualified teaching staff to meet the needs of the program.

Mr. Mulholland underscored the serious implications posed by the issues and concerns identified by the officials if the transportation recommendations for the French Immersion students were approved. He urged the members and officials to consider these relative to the other programs in the system.

Mr. Shewfelt reminded the members that the French Immersion Strategic Plan Committee was not mandated to examine the Board's Transportation Policy. If this undertaking were required, he felt it appropriate to have the reconstituted Transportation Ad Hoc Committee deal with this issue. He stressed that the officials surfaced the issues solely for the trustees' information.

Ms. Rappolt clarified for Mrs. Bishop that the officials would strive for cost-efficient methods of dealing with class sizes, staffing and program phase-out/relocation for French Immersion. She added that matching this with procedures for the other programs would be beneficial.

It was agreed:

That the Report regarding the French Immersion Strategic Plan - Transportation Costing be received for information.

Area Issues of Transportation and Accommodation [GENERAL]

At this point, the members dispersed into small groups to discuss area issues pertaining to French Immersion transportation and accommodation.

Summary of Issues - By Area

The following summarized the results from the small group discussions:

Area 1 (Reported by Mr. M. Quinn)

- * Available space if senior kindergarten demand increases?
- * Middle School - "general concern" not specific to French Immersion

Secondary School - Campus (Westdale/Ainslie Wood)

- * At this time, no issues re French Immersion
 - history - time to stabilize
 - stable subscription

Areas 2 and 3 (Reported by Mrs. N. Nicholls)

- * Concern expressed that accommodation issues be dealt with as is all regular English programs. Section 5 addresses this and agrees
- * Concern expressed re second Secondary School site -- discussions re: impact on present site at Westdale; caution expressed that we not destroy one school to serve another

- * Discussed removing caps and what that means

Areas 4 and 5 (Reported by Ms. P. Gillie/Mr. D. Rothwell)

Other Transportation Concerns:

- * As Board is feeling the pinch so are parents and this would apply to French Immersion students
- * How can Board handle Secondary Transportation for other programs in Secondary, e.g. Technological Studies
- * Is looking at Elementary Transportation separate from Secondary Transportation a viable way to look at matter (vis a vis safety, difference in age)?
- * Look at No. 5 of policy ("area based")
 - no different than usual procedure
 - a logical process (simply makes good sense)
- * Little difference than prior to reorganization; checklist provided (similar to school closing procedure)
- * Administrative Council = Associate Director plus Superintendents of Schools
 - concern that resultant class restructuring could impact on English classes (should be addressed through study); should not be a problem
 - parent felt new process an improvement
 - "task force" - Superintendents of Schools will determine a common procedure
 - Superintendent of Schools
 - Principal(s)
 - Parents
 - Program Department
 - would like membership included
- * Re No. 5 - ultimately decisions/recommendations come back through Accommodation Committee

Where dual-track school and program shifts numbers through the grades - and portables are needed - is there a concern over use of portables? Experience has been that portables were not an issue, they were used as needed

Report also provides for phase out and relocation

Provincial Review of French Immersion - soon? To be released

Miss Cunningham expressed her appreciation for the presentation and the outcome of the small group discussions. She commended the in-depth discussion of the identified issues and concerns relative to French Immersion Strategic Plan.

Dr. Johnston agreed with Miss Cunningham's views and added that the preceding discussion and the resource materials provided would facilitate the members' deliberation pertaining to French Immersion at the 1991 05 02 Development Committee meeting.

The meeting then adjourned.

Read and confirmed,

MINUTES OF THE SPECIAL MEETING OF THE DEVELOPMENT COMMITTEE

1991 05 09

URBAN/MUNICIPAL

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M32

1991

Chairman); Trustees Allen, Clarke, Deans, Kennedy,
and Cunningham.

URBAN MUNIC. AL

MAY 21 1991

Also Present: Trustees Baskin, Bishop, Hill, Lowe, Penner, Rogers and R. Stewart.

GOVERNMENT DOCUMENTS

Officials

Present:

- K. Rielly (Director of Education and Secretary)
- A. Stockwell (Associate Director of Education)
- D. Skidmore (Superintendent of Program)
- G. Rappolt (Assistant Superintendent of Program [Curriculum])

Dr. Johnston called the meeting to order and noted that regrets for being unable to attend this evening's meeting were received from Trustees Korz, Mulholland and A. Stewart.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Adult and Continuing Education Action Team Report

Dr. Johnston drew the members' attention to Recommendations 13, 23, 24 and 32 under consideration this evening as per motion at the 1991 05 02 meeting of the Development Committee meeting.

Mr. Skidmore reviewed the recommendations and the accompanying rationale. He clarified that the intent of Recommendation 32 is to discontinue offering the Adult and Continuing Education programs at Fairview and to move them to alternative sites. Noting that the school building itself is the responsibility of the Accommodation Committee, he added that the cost savings detailed in the report do not relate in any way to the building per ce.

Dr. Johnston suggested that each recommendation be considered separately.

Recommendation 13 - Adult Day-School Credit Program

Miss Cunningham asked what is considered to be a viable class size.

Mr. Skidmore replied that a class will not be offered if it traditionally has not had sufficient enrolment to operate as specified in this recommendation. He feels that significant patterns have existed for a period of time to facilitate appropriate decisions in June relative to class offerings.

Mr. Skidmore added that this represents an attempt to eliminate the practice of cancelling classes due to insufficient enrolment.

Mr. Skidmore confirmed that the intent is to monitor different classes and subject matters and not offer a course if circumstances do not warrant it. He indicated this aspect will be addressed in the annual review of this program.

Mr. Rielly emphasized that Ministry regulations which determine grants based on enrolment at various periods during the year is something that staff is very cognizant of and which they monitor closely.

In response to Mrs. Hill's request, Mr. Skidmore explained that decisions relative to class offerings cannot be based on option sheet choices as submitted by adults in January, February and March as many have not determined what their plans are for the Fall. It has been administration's experience that what is the "normal" pattern is a much better indicator of which courses will be required.

Mr. Skidmore replied to questions that this recommendation is an attempt to establish a system-wide definition relative to minimum class size, something which does not currently exist.

Mr. Skidmore indicated that a class with an enrolment of less than 20 would not necessarily be cancelled as there could be other classes with higher enrolments that would "off set" the lower numbers.

Moved by Mrs. Clarke:

That the current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.
Timeline: September 1, 1991

Mr. Allen spoke in support of the recommendation as providing flexibility, allowing for decision-making between the principal and the Superintendent of Schools while taking into consideration the goal of providing adult education.

In reply to Miss Cunningham, Mr. Skidmore said that, while adult courses are advertised, there is an effort to encourage better and broader communication in this regard. He noted that there is a recommendation under the Global Recommendations that deals with the issue.

Mr. Skidmore stated that various aspects of this recommendation will be included as part of the annual report and will show the decisions that have had to be made relative to class offerings. He felt this criteria needs to be in place for a year before an assessment is made.

Mr. Skidmore confirmed that there is a data base for comparison purposes during the evaluation, although some fine-tuning is needed in order to answer some of the specifics they will want to analyze.

The motion was put to a vote and was CARRIED.

Recommendation 23 - Correspondence/Self-Study Credit Program

At Mrs. Deans' request, Mr. Skidmore responded to an anonymous letter which was sent to all trustees about this particular program.

Mrs. Hill asked the enrolment in this program.

Mr. Skidmore replied that the numbers vary significantly and are difficult to determine in view of the fact that students can register but never come to class. If a count was made on enrolment, the numbers would be in the 100's; if based on students who are actively pursuing courses, the numbers could be far less than that. He pointed out that 6400 marked papers is a very small return for the number of hours the building is open and the service is available. He then verified that this service is offered free of charge.

Mr. Leedale, Principal of Continuing Education, confirmed that an increase in interest in these courses is linked to the current high unemployment rate.

In reference to the indication that this program is an "unique feature", Mr. Skidmore referred to the requirement that students attend 2 1/2-3 hours per week. He noted that virtually no other board of education in the province offers this tutorial level of service let alone expects that students attend. He added that this is not an expectation of the Ministry.

Mr. Skidmore explained the program will be re-structured to make services available for assistance, support and encouragement. Rather than expecting students to come to the school 2 1/2 - 3 hours a week, there needs to be an effort to encourage students to submit as many papers as possible for marking.

Mrs. Hill asked how the effect of such a change in philosophy will be determined.

Mr. Skidmore responded that the impact of this change will be determined through statistics relative as to how many people are attending on a regular basis, the number of papers submitted, the rating of papers being marked and the "success" rate, i.e. how many credits are being granted? Mr. Skidmore emphasized that this is, in fact, the purpose of the program as established by the Ministry.

Mr. Leedale informed the members that the afternoons are an example of "low demand periods" as most people seem to prefer to attend in the morning or evenings.

In response to Ms. Patenaude Barker, Mr. Leedale related that, using 30 hours a week as "full time", the hours being offered to students equates to seven "full-time" teachers.

Ms. Patenaude Barker noted that there is no recommendation relative to the number of tutors anticipated.

Mr. Skidmore replied that, if this recommendation is passed, administration will have discussions with Mr. Leedale, the staff at Southview and Federation representatives as to the re-structuring of the program. He added that the people at the facility have provided an excellent service to the community and that now it is an administrative responsibility to work through these changes with them.

Mr. Skidmore clarified that the "tutors" referred to in the report will continue to be qualified teachers and added that he fully expects the teachers presently at the school will remain.

Mr. Harkness, Co-ordinator of Business Studies and a member of the Action Team, described the range of people who avail themselves of this service - shift workers who cannot fit into regular programs because of the hours; single mothers with family responsibilities; those intimidated by local high school; people who need help with learning strategies, etc.

Mr. Leedale estimated that 850-1000 students have inquired about the program and possibly have registered. The difficulty remains in knowing how many will continue to the end or the number of hours they attend. He suggested that some of the increased interest is related to the demand for a grade 12 diploma for many jobs.

Mr. Leedale indicated that the teachers are fully qualified and have been hired as the program has grown. Two/three have applied for our regular secondary school staff and are on occasional contract in the secondary schools.

Mr. Skidmore replied to a question that Adult Basic Education courses, Modified Adult Basic Education and English as a Second Language are the non-credit courses offered. Mr. Leedale confirmed that these students are not included in the estimates of those registered at the school.

Mr. Skidmore relayed the Committee's determination that the program should remain open the same number of weeks this summer as last but with a "skeletal" staff.

Mr. Skidmore highlighted the cost of \$47,000 to operate this program on a full-time basis for the summer while the number of students who access it is significantly less than in the other weeks and months of the year. By offering the program as the recommendation suggests this will not inhibit anyone from continuing his/her program.

Moved by Ms. Patenaude Barker:

That the existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centres be re-structured. Timeline: July 1, 1991.
CARRIED.

Recommendation 24 - Correspondence/Self-Study Credit Program

Moved by Mrs. Deans:

That sufficient staff be employed at Southview through the summer in order to provide program continuity for those adults wishing to pursue their existing program goals. Timeline: July and August, 1991

Mr. Skidmore noted that staff will be employed on a part-time basis. If the current staff chooses not to participate, he felt there would be other staff available who could address the needs.

The motion was put to a vote and was Carried.

Recommendation 32 - Global Recommendations

Moved by Canon Rogers:

That the Fairview Adult Learning Centre be closed and existing programs housed at alternative sites. Timeline: June 30, 1991

Mrs. Bishop spoke in favour of the recommendation but questioned the future of the other programs housed in that building, i.e. Rygiel Home program.

Mr. Leedale stated that the recommendation is to close the Adult and Continuing Education programs and the intent is to offer these programs at Southview School. While the building will remain open and house the other programs Mrs. Bishop referred to, it was pointed out this now is an accommodation issue.

Mr. Skidmore, in response to Mrs. Bishop's question about the resource room for the Association for Adults and Children with Learning Disabilities, emphasized that the wording in this recommendation should have been worded to specify that it is the programs of Adult and Continuing Education that are being recommended for closure at that facility and not the Fairview School building.

Canon Rogers signified his agreement with Mr. Skidmore's re-wording of the recommendation as follows:

That the programs at Fairview Adult Learning Centre be discontinued and existing programs housed at alternative sites.

The motion was put to a vote and was CARRIED.

It was announced that the remaining recommendations in the Adult and Continuing Education Action Team Report will be considered at the regular June meeting of the Development Committee.

The meeting then adjourned.

READ and CONFIRMED.

.....
Chairman.

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JUNE, 1991

DEVELOPMENT COMMITTEE

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GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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DEVELOPMENT COMMITTEE

1991 06 06

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THE
REPORT OF THE
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GENERAL

REPORT OF THE COMMISSION

1. The Commission has the honor to acknowledge the receipt of the report of the
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REPORT OF THE COMMISSION

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MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 06 06

Present: Dr. J. Johnston (Chairman); Trustees Allen, Deans, Korz, Patenaude Barker and Cunningham.

Not
Present: Trustees Clarke and Kennedy.

Also
Present: Trustees Bishop, Hicks, Hill, Lowe, McWhinnie, Mulholland, Rogers, A. Stewart and R. Stewart.

Officials
Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

Dr. Johnston called the meeting to order and asked for confirmation of the minutes.

Moved by Mrs. Deans:

That the minutes of the last regular meeting of 1991 05 02 and special meetings of 1991 04 25 and 1991 05 09 be approved as presented. CARRIED.

Meeting Procedure

Moved by Mr. Korz:

That this meeting be conducted with questions and debate occurring concurrently.
CARRIED

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Adult and Continuing
Education Action Team
Report

Prior to reviewing the specific recommendations being presented for approval, Mr. Skidmore advised that the outstanding recommendations in the Adult and Continuing Education Action Team Report will be presented for the members' consideration and approval during the early Fall.

Mr. Skidmore stated that some of the specific recommendations being considered this evening are "grant rich" and therefore are cost recoverable and any expansion will often be at no cost to the Board.

Indicating that he felt it to be his role as Superintendent of Program to bring recommendations which are reflective of community needs, Mr. Skidmore emphasized that these recommendations are both educationally sound and fiscally responsible.

Mr. Skidmore explained Recommendations 7 and 8 of the Evening School Credit Programs, noting the key elements and implications.

Mr. Mulholland, while indicating his support of the recommendations and acknowledging the urgency for a decision at this time, stated he would have preferred to have considered the Adult and Continuing Education Action Team as a whole package.

Moved by Mr. Mulholland:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Evening School Credit Programs (Recommendations 7 and 8)

(a) That the average class size of evening school credit courses be established at twenty-four (24) with a minimum class size of fifteen (15). Timeline: September 1, 1991

(b) That the number of evening school credit sites be maintained at four (4) with one site designated for Ontario Academic Credit (O.A.C.). Timeline: September 1, 1991

The motion was put to a vote and was CARRIED.

Mr. Skidmore reviewed Recommendations 10, 11 and 12 of the English As A Second Language (ESL) Adult Programs and stated that these programs will meet an important and growing need in the community. He emphasized that the Board will be perceived by the public as being proactive in serving the needs of the community.

Moved by Mr. Mulholland:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

English As A Second Language Adult Programs (Recommendations 10, 11 and 12)

(c) That, given the current rate of immigration, a comprehensive plan be developed to raise community awareness of the availability of credit and non-credit courses offered by this Board. Timeline: Effective immediately

(d) That the number of day-time and evening Adult English Secondary Language locations throughout the community be expanded on a cost recovery basis. Initial proposed locations to be identified by November, 1991. Timeline: January, 1992 Implementation

(e) That an adult assessment centre be established to deal with the assessment and placement of Adult English as a Second Language clients on a continuous intake basis. Timeline: January, 1992

Mr. Mulholland emphasized he was supporting these recommendations as they are cost-recoverable proposals.

Mr. Korz asked for some elaboration on the reference in the rationale relative to Clause (c) to incorporating the cost implications into the existing advertising budget.

Mr. Skidmore replied that the Board's ESL Adult programs will be highlighted within existing Board documents rather than generating other documents specifically for this purpose.

Mr. Korz supported that direction and requested that any expansion into advertising come to the members for approval. He then asked for comments on concerns of some constituents that visitors to Canada are able to attend ESL classes free of charge.

Mr. Leedale, Principal of Adult and Continuing Education, confirmed that there have been one or two short term requests but noted that such is granted only where space is available.

Mr. Skidmore clarified that granting these requests is not a normal practice of this Board and is not actively pursued. In response to Mr. Korz' concern that grants from other levels of government are accessed by visitors to Canada, he explained that the Board attempts to be judicious to ensure each situation meets the existing criteria.

Mr. Skidmore offered to provide further details around the kinds of services that visitors to Canada can access at another time as the Immigration Department is re-defining various status levels of immigrants and visitors to Canada.

Mr. Leedale explained that ESL teachers have a Teaching English as a Second Language (TESL) certificate and clarified that an Ontario Teaching Certificate (OTC) is not required to teach non-credit courses.

Mr. Leedale emphasized that there are very exacting regulations regarding credit courses, i.e. landed immigrants can enrol in credit courses free of charge while visa students are charged per credit course.

Mr. Skidmore replied to Mr. Allen that "advertising" these programs in ethnic media and in various languages is being explored and again stated that, if a direction outside the existing framework of the Board's advertising is deemed necessary, a report will come back for approval of the additional funds required.

In answer to Mrs. Deans' question, Mr. Leedale replied that the province provides grants for ESL classes and the Board has a surplus for all the ESL classes.

Mrs. Bishop supported the recommendations and noted the need to increase the range and extent of these adult programs particularly in the upper City and eventually in the east end. Emphasizing that the funds are there, she urged the Board to be more proactive to meet these increasing needs.

Mr. Hicks suggested that administration work co-operatively with other agencies and educational institutions when developing long-range plans so there is a co-ordinated offering city- and district-wide.

Mr. Skidmore stated that there will not be a duplication with other services in the community and referred to one of the recommendations in the Report, (but not being dealt with this evening), which highlights the need to increase the level of

liaison in the community. Pointing to the fact that the Board is not able to accommodate a sufficient number of classes now, he emphasized there is more of a correlation rather than a duplication of services.

Mr. Hicks expressed his anticipation of the Ministry providing clear consistent direction, particularly related to costings.

The motion was put to a vote and was CARRIED.

Mr. Skidmore highlighted the key elements of Recommendations 16, 17 and 18 and stressed that there is a pressing need for these programs in Hamilton as evidenced by both research findings and community input.

Moved by Mr. Mulholland:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Adult Basic Education Programs (Recommendations 16, 17 and 18)

(f) That Adult Basic Education (A.B.E.) programs be established on a cost recoverable basis in terms of salaries and instructional supplies. Timeline: Ongoing

(g) That the start up expectations for an A.B.E. class be established at a minimum of eight (8) students and a maximum of ten (10). Timeline: September, 1991

(h) That additional A.B.E. sites be established in the east end of the lower city and, where possible, these sites be situated in close proximity to the availability of grade nine (9) and ten (10) core credit programs. Timeline: November 1, 1991

In response to Mr. Mulholland's question relative to a change in strategy with the start up expectations for an ABE class, Mr. Jack Diverty, Principal of Elizabeth Bagshaw School, explained that the Ministry of Education allows up to fifteen students which makes the program cost recoverable. Noting that five of the fifteen students can be "ghost" enrolments, he explained that a student is not marked absent unless three consecutive classes have been missed.

Mr. Korz expressed apprehension with the "ghost" enrolments suggesting that while it may not represent any additional costs to the Board the funds to sustain this arrangement do come from the taxpayers.

Moved in amendment by Mr. Korz:

That Recommendation #17 (Adult Basic Education Programs) in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) relative to the start up expectation for an A.B.E. class be amended to "a maximum of fifteen (15)".

Mrs. Bishop stressed that there is no dishonesty attached to this practice and suggested there was a misinterpretation as to how this process works.

At Mrs. Bishop's request, Mr. Diverty clarified that this arrangement is in recognition of the needs of the people who take A.B.E. courses, i.e. they are easily discouraged, they work, move or have other problems which prevent attendance on a regular basis.

Mr. Skidmore stated that it should not be perceived that the Board can arbitrarily create five students who do not exist; rather the Board may at any time have 15 registered students. He emphasized that these programs would not be viable without this arrangement given the fact some students do not attend on a regular basis.

The amendment was put to a vote and was LOST.

The motion was put to a vote and was CARRIED.

Mr. Skidmore reviewed the Global Recommendations (Recommendations 30, 33, 34 and 35).

Moved by Mrs. Deans:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Global Recommendations (Recommendation 30)

(i) That an Advisory Council made up of Community Representatives, Trustees, Adult Learners and Board Officials be established to advise on the development of future Adult Education programs. Timeline: Spring, 1991

In response to Mrs. Deans' query, Mr. Skidmore said it would be beneficial to have at least two but preferably three trustees on the Advisory Council. He clarified that there will be fairly intensive meetings between now and the mid-to-late Fall and then approximately three meetings for a review.

Mrs. Bishop expressed strong endorsement for the recommendation.

Mr. Skidmore replied to Mr. Allen relative to representation from the ethnocultural community that the intent is to have adequate representation without making it too cumbersome. He offered to bring the composition of the Advisory Council to the trustees.

The motion was put to a vote and was CARRIED.

In presenting the rationale for Recommendation 33, Mr. Skidmore said that the findings of the Action Team demonstrated a strong demand for adult education in Hamilton. He pointed out that about 80% of the traditional sites/locations are no longer available and the east end of the City does not have sufficient sites to service that community. He added that this recommendation does not reflect the same concept as presented to the Board last Spring and clarified that major renovations are not anticipated.

Moved by Mr. Mulholland:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic

Planning Directions Paper) be approved:

Global Recommendations (Recommendation 33)

(a) That an Adult Learning Centre be established for the purpose of offering Adult Basic Education, English As A Second Language and General Interest Courses in the facility presently known as Briarwood Secondary School. Timeline: January 1, 1992

In response to Mr. Hicks' concerns regarding the financial implications of this recommendation, Mr. Skidmore advised that the annualized costs of \$257,000 are not included in either the 1991 Budget nor the Proforma Budget for 1992 as it was developed based on existing programs. Noting that approximately \$330,000 has been taken out of the Adult and Continuing Education budget by virtue of the various recommendations in the Action Team's Report, he suggested that these savings will more than offset the cost implications of this recommendation.

Mr. Shewfelt replied to Mr. Hicks' query that the savings referred to by Mr. Skidmore were not incorporated into the 1992 Proforma Budget.

Mr. Hicks questioned the ramifications if this recommendation were to be referred to the Committee to Study the Budget Review Process.

Mr. Skidmore emphasized the need to start the planning throughout Summer in terms of staffing and other related activities in order to meet the start up time of January, 1992.

Mr. Hicks expressed apprehension around the impact on the 1992 Proforma Budget.

Moved in amendment by Mr. Hicks:

That Recommendation 33 in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred to the October, 1991 Development Committee meeting

The amendment was put to a vote and was Lost.

Canon Rogers supported the recommendation and recognized the growing need for adequate adult learning programs, especially in the east end of the City. He made reference to people in the area who have indicated a common preference for the school to be known as "Bartonville School" and requested that this be kept in mind.

Mrs. Bishop endorsed the recommendation as an integral part of the whole report. She added that facilities such as the Briarwood School should not be left unoccupied as they are built with public funds.

Mr. Skidmore replied to Mrs. Lowe's question that he believed the school would function at capacity in view of the demand for A.B.E. and E.S.L. classes (which would be their first priority), as well as the demand from the community for day-time general interest courses. He suggested that if this were not the case, the situation would be dealt with as part of the annual review.

Mr. Skidmore added that the operating costs are no different from any public or secondary school in the system and are consistent with the current costs of operating the Department.

Mrs. Lowe and Miss Cunningham expressed reservations with the recommendation in light of the financial restraints prevailing throughout the system.

Mr. Hicks spoke against this "piece meal" approach in dealing with one recommendation from an excellent report and again referred to the impact on the Proforma Budget.

Miss Cunningham felt the Tri-Boards should be consolidating their efforts and stated that "this Board cannot be all things to all people".

Moved in amendment by Miss Cunningham:

That the Recommendation 33 in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred to the 1991 06 17 Special Development Committee meeting.

In reply to Miss Cunningham's question, Mr. Skidmore stated that the cost of relocating the Adult and Continuing Education Department to the Briarwood Secondary School facility would be minimal due to the "receptive" condition of the site.

The amendment was put to a vote and was CARRIED.

In light of Recommendation 34 directly relating to Recommendation 33, Mr. Skidmore advised that a similar referral motion may be in order.

Moved by Mr. Hicks:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred to the 1991 06 17 Special Development Committee meeting:

Global Recommendations (Recommendation 34)

That an "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners. Timeline: January, 1992 CARRIED.

Moved by Mrs. Deans:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred to the 1991 06 17 Special Development Committee meeting:

Global Recommendations (Recommendation 35)

(1) That the Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report.

(ii) Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities.

(iii) That the job of Administrative Assistant (non-academic) be advertised to replace the job of Co-ordinator of Continuing Education.

Timeline: Effective September 1, 1991

In response to Ms. Patenaude Barker's inquiry, Mr. Leedale noted that the qualifications required for the non-academic Administrative Assistant position were similar to that for an Administrative Assistant in a Secondary School.

Given the budget restraints, Miss Cunningham questioned whether redeployment of staff was feasible in this situation.

Mr. Skidmore, pointing out that wherever possible he has made reductions within the staff complement of the Program Department, stated he feels strongly that this position is necessary.

Miss Cunningham acknowledged Mr. Skidmore's efforts relative to the re-organization of the Program Department and the additional workload he has assumed but she again urged the officials to consider re-deployment of staff from within rather than adding another position.

Mrs. Lowe noted that significant re-deployment has already been demonstrated by not replacing the retiring Co-ordinator.

Mr. Skidmore stressed the Administrative Assistant would assume significant additional responsibilities and tasks that relate to business rather than academic functions.

When Mrs. Lowe observed that, salary-wise, the staff complement was being reduced from 3 to 2½ rather than from 3 to 2, Mr. Skidmore emphasized that the latter reduction was not feasible.

Mr. Skidmore also confirmed that this recommendation relative to staffing of the Adult and Continuing Education Department was not contingent upon the Briarwood School facility becoming an adult learning centre.

Mr. McWhinnie appreciated the excellent report but noted that this was prepared a few months ago in an attempt to improve the overall delivery of these services. In light of new information relative to the financial aspect of the Board, he suggested it may be appropriate for the Senior Officials to "revisit" some of the proposals relating to the Adult and Continuing Education programs.

Mr. Rielly acknowledged Mr. McWhinnie's comments and agreed that, in light of the discussion at the recent meeting of the Committee to Study the Budget Review Process, the officials will have to reconsider a number of different issues.

Moved in amendment by Mrs. Lowe:

That Recommendation 35 in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred to the Officials for their further consideration and that a report be brought back to the 1991 06 17 Special Development Committee meeting.

CARRIED.

Secondary School
Review Committee
Report

Mr. Stockwell provided an overview of the report and the Appendices (yellow sheets), underscoring the process used in developing the document. He acknowledged the efforts of all the staff involved and led by Ms. Gail Rappolt, Assistant Superintendent of Program (Curriculum). He then called on Ms. Rappolt and Mr. Bill Manson, Drama Co-ordinator, to review the other key areas of the report.

Mr. Manson discussed the Purpose and Process of Preparing the Secondary School Study Report while Ms. Rappolt expounded on the Rationale and the Beliefs Underlying the Secondary School Study Report.

Moved by Mr. Korz:

That the Secondary School Study Report be received for information and that a final report be submitted for approval during the Fall of 1991, at which time implementation of approved recommendations will begin to take place.

Mr. Stewart inquired if Recommendation 5.2.3.1 on Page 33, is directed at eventually combining Crestwood and Caledon Schools.

Mr. Stockwell said that may be the end result; however, he emphasized the process whereby the approval of the Report in the Fall will refer all these recommendations to a particular Department or Committee for further consideration. As a result, some recommendations will never come back to the Board for approval; others will come back either as stated or in a modified form and in conjunction with other presentations.

Mr. Stockwell further clarified that the adoption of the Secondary School Report does not commit the Board to anything other than the framework and process whereby change will be considered for the future. He assured the members that the specific recommendations to be presented for trustees' approval during the Fall will have appropriate rationale and costing.

Mr. Allen supported the motion but noted the perceived complacency in Canada about learning and expressed concern that this report does not demonstrate how these problems are going to be solved. He felt that English, math, etc. are somehow becoming incidental aspects to learning.

Ms. Rappolt drew Mr. Allen's attention to page 15, 4.1 and, in referring to her introductory comments, empathized with Mr. Allen's concerns.

Mr. Allen drew a comparison to the lack of educational change in this country compared to Japan or Germany and suggested that this report does not answer some pragmatic questions, i.e. what will be the school year, what will be the number of instructional hours, etc.

Mr. Stockwell clarified for Mr. Hicks that significant changes are expected from the government regarding the nature and delivery of education. When that happens, the Board will want a system that can respond and implement the proposed changes in an effective manner.

In response to Mr. Hick's concern, Ms. Rappolt referred to research which indicates that more than 15 hours a week for part time jobs will jeopardize a person's school work. She added that these issues are critical and will require parents and educators to work together.

Mr. Stockwell replied to Mr. Hicks that they are aware of the Vision 2000 study and relayed his participation in a panel discussion at Sheridan College in that regard.

Mr. Hicks supported this direction and congratulated everyone involved.

Mr. Korz requested that information about the educational models of Japan and Germany be included in the next Secondary School Study report. When asked for clarification, he stated he could not detail specifics but hoped administration would provide an overview of the systems and highlight their strong points.

Referring to Ms. Rappolt's earlier comment that "the teachers are scared of rapid change", Mr. McWhinnie said the educators should not forget that parents are also scared about the type of education their children will receive. He suggested that this report should address how educators are going to communicate with parents to alleviate their concerns.

The motion was put to a vote and was CARRIED.

Response to the
Technological
Education
Consultation Paper

Ms. Rappolt reviewed the report with the members, highlighting the list of key points (Appendix 1) as identified at the 1991 05 14 Symposium on Technology at Delta Secondary School and to be forwarded to the Ministry of Education.

Moved by Mr. Allen:

That the Response to the Technological Education Consultation Paper be received for information. CARRIED.

Race Relations -
Status Report

Mr. Sinclair referred the members to the report and added that further preliminary reports may be expected late in the Fall or sometime in December.

Moved by Mrs. Deans:

That the Race Relations and Ethnocultural Equity Update be received for information.

Mr. Skidmore commented that the Program Department's Action Teams will be co-ordinating their efforts with the Board's Race Relations Committee in late Fall or early Spring to identify the kinds of activities required . He referred to a workshop scheduled for late June about Language Use in Curriculum Development, Writing, Media, etc. which is intended to in-service the Race Relations Committee on the varied activities to be pursued relative to the Curriculum.

Mr. Skidmore replied to Mr. Korz that there is no process or strategy in place related to any materials that may be deemed to be inappropriate and suggested that it was something not anticipated in the immediate future.

Mr. Korz requested a report some time in the future on the process for the disposal of resource materials (books, etc.) no longer considered suitable.

The motion was put to a vote and was CARRIED.

NEW BUSINESS:

Report of the Trustees' Ad Hoc Child Care Committee

Mr. Korz, in presenting the Report, pointed out that Clause 1. (b) 4.9 should read: "...in Hamilton Board of Education buildings..." rather than "...by the Umbrella Board..."

Moved by Mrs. Deans:

That the Hamilton Board of Education continue its present Child Care Policy (attached) with the addition of the following clauses from the Draft Child Care Operating Procedures:

(a) 4.1 - Hamilton Board of Education staff will provide support to centres operated by the Umbrella Board consistent with their responsibilities under the Hamilton Board of Education policy, as outlined in the Role of the School Principal in the Support of Child Care (Appendix vii) and the Role of Other Board Personnel in the Support of Child Care (Appendix viii). [Cost involved: \$57,000]*

(b) 4.9 - Cleaning and caretaking services will be provided to centres operated in Hamilton Board of Education buildings according to a contractual agreement. It will be reviewed annually by the Child Care Program Leader, the Area Supervisory Foreman, the Manager of Caretaking Services and the Principal involved and approved by the Board. This will ensure that all parties concerned are aware of the actual needs of the centres. [Cost involved: \$103,000]*

*Costs recoverable

Mr. Korz noted that, as Chairman of the Ad Hoc Committee, he had endeavoured to remain impartial and did not participate in the debate. He then requested that these clauses be voted on separately and voiced his support of Clause 1. (b).

Mr. Mulholland, questioning whether these were the only recommendations coming from the Ad Hoc Child Care Committee, asked if the Board now has a Child Care Policy, as promised.

Ms. Rappolt noted that a copy of the Child Care Policy, as approved in November, 1988, was appended to the Report (Page 43). Ms. Rappolt clarified that with the adoption of this Report the Policy will remain unchanged. She recalled the "grey areas" which emerged as the Committee used the Draft Child Care Operating Procedures, including proposed amendments by administration.

Mr. Mulholland expressed his concerns with the negative impact of the Report on the operation of the child care centres. He questioned whether the Committee had considered the "pay backs" to the Board in terms of developing parenting skills, the early identification of students and the rapport which is fostered between the Primary Consultant and the Child Care Program Leader. Since these programs function in such a co-operative way, he could not support charging the centres for everything.

Mr. Shewfelt clarified for Dr. Johnston that both Clauses (a) and (b) reflect costs, as identified by the Ad Hoc Committee, which are currently incurred by the Board; if the Report is approved, these expenses will be billable and, therefore, recoverable.

Ms. Rappolt noted that in Clause (a) the estimated costs pertain only to the Umbrella Board relative to the Family Studies Co-ordinator. While there are some "link-up" activities with the other programs, i.e. Delta Secondary School, there is not the level of commitment as from the Umbrella Board. In Clause (b), the figure of \$103,000 includes the other three operators of child care centres but not the First Base Program.

Mrs. Bishop emphasized the negative impact of these recommendations on the Umbrella Board, i.e. charging for cleaning and caretaking services based on square footage. She noted there are only two sources of direct income for the Umbrella Board - through fees charged to the parents or subsidization through the Region - with approximately 50% of the students in the latter category. The per diem increase from the Region will be 4% this year and 3% next year; therefore, the fee-paying parents would have to assume the additional increase and the result would price them out of the market completely. Emphasizing this dilemma, she asked whether it was the intent of the Ad Hoc Child Care Committee to actually close down centres by making it impossible for them to operate.

Mr. Korz pointed to the Ad Hoc Committee's mandate to determine the level of service; however, the members voted to include recommendations that would move towards a "user-pay" system.

Miss Cunningham spoke on behalf of taxpayers who prefer to educate rather than provide day care and indicated she would be putting forth an amendment that would add another \$7,200 to the recoverable costs. As a member of the Ad Hoc Child Care Committee, she does not agree with the Board subsidizing all these programs.

Mrs. Hill asked if these rental fees were consistent with rents being charged to other groups.

Mr. Shewfelt replied to Mrs. Hill that the Board rents its facilities to other groups or agencies on a nominal fee basis rather than a

square footage basis and added that some fees are as small as \$14-15 per week.

Mrs. Hill made reference to the Draft Operating Procedures and, noting that the Committee had used this as a reference document, assumed it was no longer "draft".

Mr. Korz suggested that a review of the Draft Operating Procedures was not a mandate of the Child Care Committee. While it may be appropriate to review the entire document in the future, he suggested that the Operating Procedures remain "draft" for the time being.

Mr. Korz confirmed that Mrs. Bishop made a presentation on behalf of the Umbrella Board to the Ad Hoc Child Care Committee.

Mrs. Hill, while expressing reservations about spending educational tax dollars to sponsor child care, felt the Ad Hoc Child Care Committee did not weigh all of the things that should be taken into consideration in dealing with this issue and suggested the Report was rather one-sided. Suggesting that a decision has to be made as to where the Board stands relative to its support of community activities, she suggested it might be appropriate to refer the Report back to the Ad Hoc Child Care Committee.

Mrs. Deans expressed her frustration as a member of the Committee at being restricted to dealing with the level of child care while using the Draft Operating Procedures as a reference document. She agreed that the recommendations in the Report will destroy child care programs across the system along with all of the benefits of having a good child care structure. She suggested that the Draft Operating Procedures need to be a part of the Board's Child Care policy.

At Mrs. Bishop's request, Mr. Shewfelt reported that there is a full time equivalent of 20.5 students who access the child care centres in three secondary schools. Should these students withdraw from school because of the lack of child care centres, the loss to the Board would be approximately \$35,000 in grants.

Mrs. Bishop stated that the Umbrella Board is prepared to accept some small charge for services; however, the level of cost in these recommendations would present problems for which there are no solutions.

Mr. Hicks supported referring the Report back to the Committee, particularly to give consideration to addressing the question of a fee that, until the Board examines its rental policy, is in line with what other community groups are charged.

Mrs. Lowe also supported the referral pointing to the serious flaws in the Report. She stressed, however, that the Board cannot go on being a charitable institution and supplying its services without charge.

Ms. Rappolt, in reference to one of Mrs. Lowe's suggestions, clarified that the operators of child care centres which are built with Ministry of Education funds and which are attached to schools must meet certain conditions as established by the Community of Social Services and the Ministry of Education. She

noted that during the Committees' deliberations the term "operator" and the Umbrella Board were unfortunately used interchangeably. She clarified that the Umbrella Board is a separate organization apart from the Board and other operators.

Mr. Stewart, noting that schools are no longer just schools but are becoming the "hub" of the community, suggested that the provision of child care centres is the way of the future and the Board should start preparing for that direction.

Mr. Mulholland spoke against the Report as he felt it was putting the programs in danger of becoming obsolete. Preferring the status quo on the programs being offered, he also spoke against the referral. He suggested that the argument that the Board is not responsible for child care could also be applied to Junior Kindergarten and Senior Kindergarten.

Moved in amendment by Mrs. Hill:

That the Report of the Child Care Committee be referred back to that Committee and that revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

The question was called and the amendment was put to a vote and was CARRIED.

Report of the
Committee to Study
Religious Education
in Schools

Dr. Johnston vacated the Chair to present the Report of the Committee to Study Religious Education in Schools.

Moved by Miss Cunningham:

That Mr. Allen be appointed Chairman Pro Tem. CARRIED.

Dr. Johnston briefly reviewed the report. In updating the members on his recent meeting with Mrs. M. Boyd, Minister of Education, concerning the issues on religious education, he underscored the Minister's support for education about religion in concert with the findings of the Watson Inquiry. He added this support was evident with the Ministry's initiatives through the creation of a committee to develop resource curriculum guides, teacher training and the setting up of pilot programs in various school boards across Ontario.

Moved by Dr. Johnston:

That the following Report of the Committee to Study Religious Education in Schools be approved:

(a) That the Secretary of the Board write the Minister of Education to express:

(i) our support for the Minister's direction to establish a Resource Committee relative to education about religion.

(ii) our interest in discussing the Hamilton Board of Education as a pilot project for education about religion.

Miss Cunningham expressed her appreciation for Dr. Johnston's efforts in relation to this undertaking.

In response to Ms. Patenaude Barker's question, Dr. Johnston clarified that the Resource Curriculum Guideline Committee, comprised of approximately 14 people, is to be established within the next few days and will meet on 1991 06 30 to arrange the timelines in order to have the guideline available by the summer of 1992.

The motion was put to a vote and was CARRIED.

Transition Years
Response to the
Ministry of
Education

Ms. Rappolt briefly discussed the report with the members noting this was being presented this evening for information only and would be brought back for approval to the 1991 06 17 Special meeting of Development Committee.

Mrs. Bishop commended the process in developing this important document, noting the opportunity for input from trustees. She cited this as a new beginning in the Board's approach to government documents.

It was confirmed for Mrs. Deans that the report would be made available to the public.

With thanks to those involved, it was moved by Mrs. Deans:

That the Report re Transition Years Response to the Ministry of Education be received for information. CARRIED

The meeting then adjourned.

Read and confirmed,

rt

CHAIRMAN

The following is a list of the names of the persons who have been elected to the office of the President of the United States since the year 1789.

George Washington

John Adams

Thomas Jefferson

James Madison

James Monroe

John Quincy Adams

Andrew Jackson

Martin Van Buren

William Henry Harrison

John Tyler

Polk

Fillmore

Buchanan

Lincoln

Andrew Johnson

Ulysses S. Grant

Rutherford B. Hayes

James A. Garfield

Benjamin Harrison

HAMILTON BOARD OF EDUCATION CHILD CARE POLICY
(adopted November, 1988)

That the Hamilton Board of Education:

- endorse the value of child care programs in schools.
- endorse the commitment that priority be given to child care centres when assigning the use of available space.
- endorse the commitment to be involved in the establishment of new facilities.
- review those child care facilities which currently exist in Hamilton Board of Education facilities.
- endorse the need for the co-ordination of the Hamilton Board's involvement in child care.
- endorse the need for co-operation with the agents of other provincial government ministries and municipal authorities in the provision of child care.

A G E N D A

DEVELOPMENT COMMITTEE

1991 06 06

URBAN MUNICIPAL

JUN 3 1991

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meeting of 1991 05 02 and special meetings of 1991 04 25 and 1991 05 09.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

- * 1. Adult and Continuing Education Report Pages 1 to 12
 - (i) Evening School Credit Programs - Recommendations 7 and 8
 - (ii) English As A Second Language Adult Programs - Recommendations 10, 11 and 12
 - (iii) Adult Basic Education Programs - Recommendations 16, 17 and 18
 - (iv) Global Recommendations - Recommendations 30, 33, 34 and 35
- 2. Secondary School Review Committee Report Pages 13 to 35
- 3. Response to the Technological Education Consultation Paper Pages 36 to 38
- * 4. Race Relations - Status Report Pages 39 to 41

NEW BUSINESS:

- 1. Report of the Child Care Committee Pages 42 to 43
- * 2. Report of the Committee to Study Religious Education in Schools Page 44
- 3. Transition Years Response to the Ministry of Education Pages 45 to 86

*Items referred from 1991 05 02 Development Committee meeting

MEMBERS ARE REQUESTED TO BRING THEIR COPY OF THE ADULT AND CONTINUING EDUCATION REPORT (AS DISTRIBUTED WITH THE MAY AGENDA) TO THE MEETING

Education Centre
100 Main Street West
Hamilton, Ontario
1991 06 06

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The report flowing from the working paper of the Adult and Continuing Education Action Team was presented to the May Development Committee. At that time the key recommendations surrounding Summer School was approved (Recommendations Numbers 1, 2, 3, and 4).

Subsequently, a series of recommendations involving Correspondence/Self-Study Credit Programs, Adult Day School Credit Programs and the Fairview Adult Learning Centre was approved at a Special Development Committee meeting on May 9, 1991. (Recommendations Numbers 13, 23, 24 and 32).

In an effort to plan effectively for the remainder of 1991 and the 1992 budget process, there is a need to consider some of the remaining recommendations as soon as possible. To this end, it is recommended that:

The following recommendations of the Adult and Continuing Education Action Team Report be approved:

- i) Evening School Credit Programs - Recommendations 7 and 8
- ii) English As A Second Language Adult Programs - Recommendations 10, 11 and 12
- iii) Adult Basic Education Programs - Recommendations 16, 17 and 18
- iv) Global Recommendations 30, 33, 34, and 35.

The remainder of the recommendations will be dealt with in the fall Development Committee meetings.

Prepared and
Submitted by:

D. R. Skidmore
Superintendent of Program

Approved by:

K. A. Rielly
Director of Education and Secretary

1. The Commission
2. The Council
3. The Parliament
4. The Court of Justice
5. The Court of Auditors

To the President of the Commission
Brussels, 1992

Dear President,

I am pleased to inform you that the Commission has decided to accept the proposal for a Directive on the rights of the child, which was adopted by the Council of Ministers on 12 July 1992.

The Commission will now proceed to the next stage of the process, which is to prepare a draft Directive. This will be done in close cooperation with the Council of Ministers and the Parliament.

I am sure that the Commission's proposal will be well received by the Council of Ministers and the Parliament, and that the Directive will be adopted in the near future.

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I am sure that the Commission's proposal will be well received by the Council of Ministers and the Parliament, and that the Directive will be adopted in the near future.

Yours faithfully,
J. Delors

Director of the Commission
Brussels, 1992

Received by
1992

Approved by
1992

Implications:

These courses should only be offered where curriculum support materials exist, qualified instructors are available and where interested numbers meet the criteria for minimum class sizes for summer school and night school credit courses.

Cost Implications: Identical to summer school and night school credits as identified; however, given the likelihood of higher retention rates, it is projected that these courses would be virtually cost recoverable.

Timeline: September 1, 1991

EVENING SCHOOL CREDIT PROGRAM

The Adult and Continuing Education Department offers a variety of evening courses throughout Hamilton. Presently there are 4 locations with 2 semesters at each site; Delta, Scott Park, Westdale and Westmount Secondary Schools.

The Ministry of Education uses a complex formula to arrive at grants to Boards for these courses. Therefore, no tuition fees can be charged. A returnable deposit can be charged for texts. Because attendance is one of the factors used in the Ministry formula, it is impossible for these courses to be cost recoverable. The best a Board can presently do is to minimize the impact of poor attendance and dropouts from these credit courses.

As a result, these programs traditionally operate at a substantial deficit. The following recommendations would reduce this deficit significantly without having a major detrimental impact on program offerings.

7) Recommendation:

The average class size of evening school credit course be established at twenty-four (24) with a minimum class size of fifteen (15).

Rationale:

Having a higher maximum beginning figure will mean realistic class sizes for the duration of a course in spite of later "no shows and dropouts". These numbers compare favourably with other comparable Boards such as London, Windsor, Hamilton-Wentworth Roman Catholic Separate, Etobicoke, Halton and Durham.

Implications:

As indicated, the Ministry of Education uses a complex formula to determine grants for evening courses. A concept entitled "full time equivalent pupils" is part of this formula. Larger beginning class sizes should lead to a great number of full time equivalent pupils and hence better financial grant returns.

Given the criteria of the recommendation it is foreseen that a substantial number of classes would not operate in 1991. Every effort would be made to combine classes in one or the other sites in order to provide as full a range of programs and flexibility to the students as possible. Nonetheless, there would likely be some reduction in course offerings and some students would be required to attend a school outside their general community. This is not an unusual scenario in other Boards.

Cost Implications: It is estimated that this action would reduce the deficit for this program by approximately \$45,000.00.

Timeline: September 1, 1991

8) Recommendation:

The number of evening school credit sites be maintained at four (4) with one site being for Ontario Academic Credit (O.A.C.)

Rationale:

Geographically, this model addresses the various areas of the city. Also, clustering the O.A.C.'s in one site helps to maintain a wider variety of course selection.

Implications:

The 4 school semestered model should help in terms of recommendation #1 (retention) and recommendation #2 (class size). To expand beyond that would hinder the implementation of these recommendations.

Cost Implications: None

Timeline: September 1, 1991

9) Recommendation:

A day-time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.

Rationale:

Far too often, some students overload themselves by adding an extra subject to their already full timetable. Such a decision affects both their night school course and their day school work.

On the other hand, students who cannot access courses at their home school because of timetable conflicts might be able to solve the same with a night school course.

Implications:

Each day school student's request to attend night school would be judged on its individual merits.

Cost Implications: None

Timeline: September, 1991

ENGLISH AS A SECOND LANGUAGE ADULT PROGRAMS

Adult E.S.L. students wish to enter secondary school in Hamilton for many reasons: some have completed most of their secondary education in their own country and wish to upgrade their English as part of their O.S.S.D. requirements; some are graduates in their own countries who need experience in content subjects as well as E.S.L. at an advanced level for post secondary admission requirements; some adults are just beginning to learn English and require intensive language programming at the non-

credit level; others who have limited literacy in their first language require extensive upgrading and/or remediation.

The "Tri-Board Adult Learner Survey of 1989" provides the following profile of the adult E.S.L. student:

- More females than males enrol in E.S.L. programs (59% to 41%);
- 39% of E.S.L. students are between 26 and 35 years of age;
- E.S.L. students tended to have a higher level of education than adult students in other Continuing Education programs;
- 50% of E.S.L. students are looking for new or better jobs.

The Ministry grants for E.S.L. non-credit programs allows for this program to be totally cost recoverable. Given the ever increasing need in this community, it is certainly economically viable to expand our existing operation.

10) Recommendation:

Given the current rate of immigration, there is a need to develop a comprehensive plan to raise community awareness of the availability of credit and non-credit courses offered by this Board.

Rationale:

In 1988-89, 103,985 immigrants came to Ontario. It is projected that in 1990-91 up to 4,000 to 4,500 immigrants will find their way into the Hamilton area. This is expected to be swelled by an additional 3,500 to 4,000 in 1991-92. Clearly the trend will continue to accentuate the existing need.

Implications:

In this Board E.S.L. credit programming has been generally for high school students. Numbers and space have simply dictated this reality. Adult students are frequently referred to other programs in the community at a considerable cost to the student. For example, twenty (20) sessions at Mohawk cost \$86.00. Despite this, there is generally a waiting list for admission. Further, adult students wishing to pursue E.S.L. credits must take courses that lead to a secondary school graduation diploma.

Cost Implications: Incorporated into existing advertising budget.

Timeline: *Effective immediately.*

11) Recommendation

The number of day-time and evening Adult English Secondary Language locations throughout the community be expanded on a cost recovery basis. Initial proposed locations to be identified by November 1991.

Rationale:

At this point the most eastern location in the lower city is the Y.W.C.A. on Ottawa Street. There are no E.S.L. non-credit locations in the upper city at this time. These courses will be needed throughout the day. The Tri-Board Learner Survey indicated the following preferences; A.M. - 60%; P.M. - 39%; Evening - 35%.

Implications:

To not expand our existing programs is to ignore a critical need within the community.

Cost Implications: Program is cost recoverable.

Timeline: January, 1992 Implementation.

12 Recommendation:

An adult assessment centre be established to deal with the assessment and placement of Adult English Second Language clients on a continuous intake basis.

Rationale:

Sir John A. Macdonald and Scott Park Secondary Schools serve as assessment centres for students seeking entry to E.S.L. programs. These two schools at present are operating at capacity in accommodating our assessment needs. A facility that would have continuous intake could provide services including education counselling to entire families is required. Since prospective students arrive in Hamilton at all times during the year, we need a facility capable of accommodating continuous student intake without creating waiting lists.

Secondary School students who arrive in Hamilton while a credit course is in progress must wait at present for the beginning of a new semester. These young people would benefit from E.S.L. non-credit classes during this transition period in their education. Beginning to learn English in the company of the whole family makes the transition easier.

Implications:

To maintain this service to the community, it is expected that this will initially require the services of one full-time guidance counsellor with E.S.L. diagnostic skills.

Cost Implications: The revenue generated by this program would more than cover the cost of this additional personnel.

Timeline: January 1992

ADULT DAY-SCHOOL CREDIT PROGRAMS

Over the past six years, at the urging of both school Boards and Teachers' Federation, adults have returned to take high school credit courses in Hamilton. Within the adult population there are several groupings who can be identified by the reasons that they have returned to a secondary school setting.

- To seek credit toward a diploma.
- To upgrade previously attained credits for possible post secondary admission.
- To upgrade skills to meet the needs of the contemporary workplace.
- To acquire specific skills for personal or general interest. A credit is earned but is not a priority.
- For personal quality of life, and social reasons.

In the Composite schools of the Hamilton Board of Education, in semester two of the 1990-1991 school year, there are 939 adults in 51 "stand-alone" classes and in 11 "stacked" classes. The average "stand-alone" class size is a little over 17 students, with a similar overall average in the "stacked" classes. In the Vocational schools, there are a

a student in a full-day program. This deficit recognizes that the board does have some financial obligation toward fulfilling its mission of serving life-long learning.

Implications:

Approximately one-third (1/3) of adult students are now taking only a single credit. If half of these students were to move to two credits, the board's deficit would decrease by over \$20,000.

Cost Implication: Net reduction in deficit for "adult" lines.

Timelines: September, 1991

15) Recommendation:

Opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings.

Rationale:

It is critical that given the interest in life long learning, training and retraining that every effort be made to provide a full range of opportunity for the adult learner including day-time programs in local secondary schools.

Implications:

The availability of space in regular secondary schools to accommodate adult dedicated lines and classroom space.

Cost Implications: Short Term - None. Long Term - Requires further study.

Timeline: On-going

ADULT BASIC EDUCATION PROGRAMS

The related courses and programs are designed to enable functionally illiterate adult students who require individual assistance in English and mathematics (grade 2-8) to acquire the knowledge and skills of literacy (reading and writing) and numeracy (arithmetic, measurement, geometry and problem solving) that are required to function in society or to enter the next level of education (i.e., Secondary School credit courses).

This segment of adult learners attends primarily to upgrade basic skills, build confidence and learn social and life skills.

16) Recommendations:

It is expected that Adult Basic Education (A.B.E.) programs will be established on a cost recoverable basis in terms of salaries and instructional supplies.

Rationale:

Grant income for A.B.E. classes is dependent upon student attendance, although a major problem is the high degree of student absenteeism. With an effective teacher and judicious use of the flexible grant provisions, these classes are capable of being cost recoverable.

Implications:

With the probability that this program is at least cost recoverable, the cost should not be a significant factor in expanding the program to meet community needs.

Cost Implications: The positive grant structure allows this program to be at least cost recoverable.

Timeline: Ongoing

17) Recommendation:

The start up expectations for an A.B.E. class should be established at a minimum of eight (8) students and a maximum of ten (10)

Rationale:

Judicious use of the grant procedures will maximize Board revenue and meet the spirit of the recommendation.

Implication:

From a teaching point of view this is a reasonable class size for adult learners allowing for good group dynamics and adequate learner-instructor contact.

Cost Implication: At minimum this would allow each such class to be cost recoverable.

Timeline: Effective September 1, 1991

18) Recommendation:

Additional A.B.E. sites be established in the east end of the lower city and where possible, these sites be situated in close proximity to the availability of grade nine (9) and ten (10) core credit programs.

Rationale:

Almost one in five adults in Ontario does not have the basic education required for entry into apprenticeship programs, skill training courses and many types of employment. According to various government and social agencies (Social Planning and Research Council Report 1981) it is estimated that there are over 50,000 functionally illiterate adults residing in the Hamilton Region. This number when compared to the number of adults enrolled in A.B.E. courses shows a large potentially untapped market. As the number of A.B.E. programs grow and potential participants become aware of them, the requests for additional programs will increase.

To meet ongoing educational needs the proximity of A.B.E. and credit course permit an easier physical and psychological transition for an insecure learner to move into a high school credit program.

The lack of available programs in the east end of the city needs to be addressed.

Implications:

Significant planning in conjunction with Superintendents of Schools, the Research Department and Community Organizations will be required.

Cost Implications: Programs meeting the identified criteria will be cost recoverable.

Timeline: November 1, 1991

skills, it would be desirable to help them, for example, to improve their study habits, organizational skills and time management.

Implication:

Allows for adult students to more effectively plan their career goals.

Cost Implication: Cost recoverable.

Timeline: September 1, 1991.

GLOBAL RECOMMENDATIONS

28) Recommendation:

An overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements.

Rationale:

Each of the program offerings within the Adult and Continuing Education Department provides a unique service to a portion of our public at large. Given the specialized nature of the individual mandate it is important that a clear purpose and direction be evident for each program. Therefore a clear vision statement within the framework of the Board's Mission and Vision Statements is most appropriate.

Implication:

This will provide the department with clear direction in each of these areas as well as providing a framework for Program Accountability.

Cost Implication: None

Timeline: Fall 1991.

29) Recommendation:

Every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education.

Rationale:

It is important that a comprehensive series of program offerings be available to the citizens of this community while avoiding duplication among the various Boards, Colleges and Agencies.

Implications:

Comprehensive service without duplication.

Cost Implications: None

Timeline: On-going.

30) Recommendation:

An Advisory Council made up of Community Representatives, Trustees, Adult Learners and Board Officials be established to advise on the development of future Adult Education programs.

Rationale:

In order for Adult and Continuing Education programs to be effective, they clearly have to meet the needs of the adult community at large. In order to facilitate needed direction and sound decision making, it is imperative that this department

have an accurate assessment of the needs and developments within the community. An advisory committee made up of business, labour, social services and government agencies is essential to this kind of strategic and operational planning.

Implication:

This would clearly give an added dimension to the strategic planning and development of specific goals for Adult Education while at the same time extending a sense of ownership and partnership with the community.

Cost Implications: None

Timeline: Spring, 1991.

31) Recommendation:

Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.

Rationale:

It is very clear from all of the research and literature that the success of any program is directly dependent upon the quality of the instruction. In the same manner that this Board places considerable emphasis on staff development related to pedagogy, i.e., the instruction of young people, there is a need to place a similar emphasis on the need for androgogy, i.e., the teaching of adults. It is important to recognize that the staff development needs of those teaching young people are significantly different than those engaged in teaching adults.

Implication:

This recommendation should be forwarded to the Staff Development Action Team for its consideration in developing the overall Staff Development Directions for this Board.

Cost Implications: Yet to be determined.

Timeline: Fall, 1991.

32) Recommendation:

The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.

Rationale:

The present location of Fairview is not advantageous and presently has a limited number of programs on site. Each of the courses presently being offered at that site could be offered equally effectively at alternative locations.

Implication:

There would be no loss of service to the public in that they could obtain the same program at other locations. The cost savings resulting in this closure could be used more effectively in providing other services to the public.

Cost Implications: The annualized saving of this closure would be approximately \$146,000.00 including salaries and operational costs. The savings for the 1991 budget would be \$48,600.00.

Timeline: June 30, 1991.

33) Recommendation:

An Adult Learning Centre be established for the purpose of offering A.B.E., E.S.L. and General Interest Courses in the facility presently known as Briarwood Secondary School.

Rationale:

As indicated earlier in this report there is a profound need to expand the offerings for Adult Basic Education, Adult Second Language programs and general availability of General Interest courses. In terms of Adult Basic Education, the most recent evidence from the Adult Basic Education Association of Hamilton clearly indicates a profound need for this program and equally importantly the need has specifically identified in the east end of the city. Further, it should be noted that the number of available sites for adult general interest during the day has evaporated considerably with the demands on our day school sites for regular day school programs. As a result the number of available classrooms for adult general interest has diminished significantly. The need for Adult English Second Language classes has been identified in an earlier part of this report.

Implication:

The existing facility at Briarwood is presently unoccupied. It continues to be services in terms of utilities and is an ideal location for these kind of programs given its accessibility by public transportation and parking facilities available. In essence it is prime available space that would be superb for the kinds of programs identified in this recommendation.

Cost Implication: Presently this facility is sitting idle requiring certain utilities to be maintained. The annualized projected maintenance and utilities costs would be \$257,000.00 (caretakers and cleaners \$181,700.00; utilities \$75,300.00). There would be no administrative salary costs as the existing Adult and Continuing Education Department would re-locate from their present offices in the Education Centre. Further, instructional salaries would be cost recoverable as identified in the areas of this report.

Timeline: January 1, 1992.

34) Recommendation:

An "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners.

Rationale:

It has been ascertained that one of the most critical elements to a successful adult operation in other Boards is the assessment component. Many of the adults entering a program need not only considerable counselling and support but specific direction as to the level of entry as they being either re-entry or re-training. Further, there is a need to develop an assessment component which will assist in identifying individual learning strengths and weaknesses which will assist the instructor in providing the best instruction possible.

Implication:

There is no doubt that such an assessment process will significantly improve the quality of service being provided to our adult learners. In addition an Assessment

Centre will be necessary if we are to obtain the support of the various community organizations and agencies.

Cost Implications: Initially there will no additional cost. The existing staff complement will be able to provide this service; however, depending on the degree of expansion of the program, it will be necessary to consider the long term implications. It should be noted however, that any expansion would result in increased revenues due to the grand structure and in all likelihood our experience would replicate that of other Boards in that the revenues generated would more than cover the cost of this service. Before contemplating any expansion of staff in this area however, a report would be provided to the Trustees identifying the cost and offsetting revenue.

Timeline: January, 1992.

35) Recommendation:

The Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report. Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities. The job of Administrative Assistant (non academic) be advertised to replace the job of Coordinator of Continuing Education.

Rationale:

Given the shifts in emphasis, restructuring of the mode of delivery and the anticipated expansion in the cost recoverable areas, a restructuring of the department and the accompanying responsibilities is necessary. Specifically the requirement of a single administrator at the Southview Adult Education Centre will no longer be necessary. Hence the shift in title from Consultant to Administrator of Adult Centres is appropriate. The job of Administrative Assistant is necessary given the scope of responsibilities within the entire department and the pending retirement of the existing Coordinator of Continuing Education.

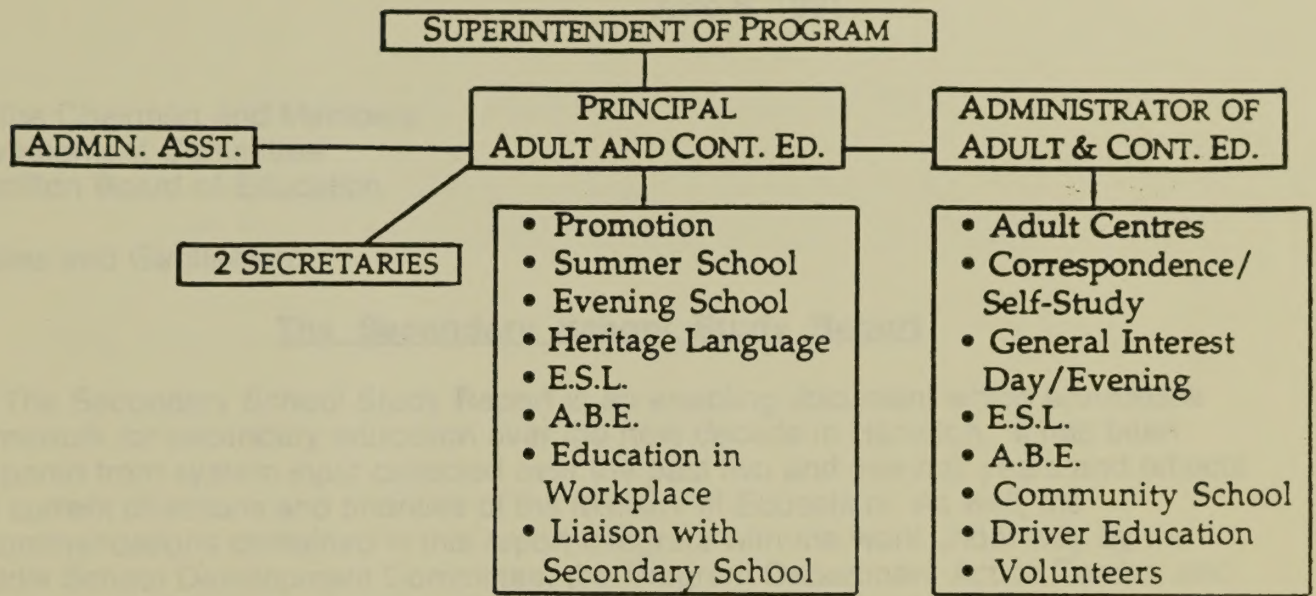
Implications:

This will allow for a more effective operation of the department and in turn permit the Principal of Adult and Continuing Education to deal with the major thrust contained in the recommendation of this report.

Cost Implications: The salary of the Coordinator of Adult and Continuing Education was removed from the 1991 budget effective July 1, 1991 for a cost savings of \$37,500.00. It is recommended that this position does not require academic personnel and as a result the recommendation is for the appointment of an Administrative Assistant at an annual salary range of \$37,478.00 to \$40,178.00. This would result in a salary of \$12,490.00 for the 1991 budget year. The net saving on an annual basis of the difference between a Coordinator's salary and an Administrative Assistant's salary would be approximately \$35,000.00.

Timeline: Effective September 1, 1991.

ADULT AND CONTINUING EDUCATION DEPARTMENT PROPOSED ORGANIZATION CHART



36) *Recommendation:*

A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.

Rationale:

The attrition rates for each of these programs is substantially higher than it is for regular day school programs. Although there are a number of contributing factors to this, it is difficult to determine at this point, which are factors more prevalent and equally importantly how we might deal with the dropout factor. By undertaking a study of this nature we would have better data in which to plan and make decisions. In terms of strategic planning, this kind of information is essential.

Implications:

The data generated would allow for more effective planning and decision making and thus improve our service to the clientele being served by this department.

Cost Implication: At this point there has been no final determination related to specific costs. However; a tracking mechanism could be easily established which would allow existing personnel to obtain the necessary data. It is not anticipated that this would be a voluminous task or would require a great deal of time and effort from the Research Department. What would initially be required is assistance in structuring the means of collecting and analyzing the data.

Timeline: October, 1991.

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1

June 6, 1991

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The Secondary School Study Report

The Secondary School Study Report is an enabling document which provides a framework for secondary education over the next decade in Hamilton. It has been prepared from system input collected over the past two and one-half years and reflects the current directions and priorities of the Ministry of Education. As well, the recommendations contained in this report integrate with the work under way by the Middle School Development Committee, the Program Department Action Teams, and other current initiatives of the Hamilton Board of Education.

This report strongly emphasizes curriculum renewal and review of curriculum delivery. It is highly congruent with the findings emerging from the Program Department's Review and is a logical extension of the program changes which are now taking place in our elementary schools.

This report is designed to ensure that change in our secondary schools is carefully managed, occurs in harmony with other system priorities, and at an appropriate pace.

Following the Hamilton Board of Education's approval of this report, all recommendations in the appendices to the report will be referred to the appropriate Board of Education Departments or to a proposed Secondary School Development Committee for consideration. Over a three to five-year period, recommendations proposed for implementation will be brought to the Board with appropriate rationale and costing.

For your information, the recommendations from the system are appended to this report (see yellow section).

Tonight this report is being brought for information only. In the fall, the Board of Education will be requested to approve the report.

Recommendation:

THAT THIS REPORT BE RECEIVED FOR INFORMATION

Prepared and Submitted by:
Approved by:
/s

A. L. Stockwell, Associate Director of Education
K. A. Rielly, Director of Education and Secretary

Executive Order
12812, 10/1/83
Department of Justice

June 1, 1983

TO THE CHIEF OF POLICE
DEPARTMENT OF JUSTICE
WASHINGTON, D.C. 20535

FROM THE ATTORNEY GENERAL

The Department of Justice

The Department of Justice is an executive department of the United States Government. It is the largest of the executive departments and is responsible for the administration of the federal government. The Department is headed by the Attorney General, who is appointed by the President and confirmed by the Senate. The Department is organized into several offices, including the Office of the Inspector General, the Office of the General Counsel, and the Office of the Assistant Attorney General. The Department is also responsible for the administration of the federal courts and the federal prison system.

The Department of Justice is also responsible for the administration of the federal government's legal affairs. This includes the representation of the United States in legal matters, the prosecution of federal crimes, and the administration of the federal courts. The Department is also responsible for the administration of the federal prison system and the federal parole system.

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Respectfully,
[Signature]

THIS REPORT BE RECEIVED FOR INFORMATION

Approved and Forwarded by
[Signature]
[Title]

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECONDARY SCHOOL STUDY REPORT

TO THE DEVELOPMENT COMMITTEE OF THE HAMILTON BOARD OF EDUCATION

1. PURPOSE OF THE SECONDARY SCHOOL STUDY

The Secondary School Study was undertaken to:

- review secondary education in Hamilton in the 1990's.
- recommend future directions for secondary education in Hamilton.

2. PROCESS OF PREPARING THE SECONDARY SCHOOL STUDY REPORT

A representative steering committee was formed comprised of parents, students, teachers, school administrators, trustees, O.S.S.T.F. members and Board officials (see Appendix 7.1.1). The steering committee received oral and written reports (see Appendix 7.2) from a number of subcommittees (see Appendix 7.1.2) made up of representatives from the community, the system at large and the steering committee itself.

A writing team of members of the steering committee (see Appendix 7.1.3) processed the data and the recommendations of the subcommittees into a working paper which consisted of specific recommendations with supporting rationale.

The working paper was circulated through the system and community for reaction. This input was processed by a data collection team (see Appendix 7.1.4), and the original recommendations revised in terms of the input.

A second writing team (see Appendix 7.1.3) then prepared this final report.

Under the direction of the Associate Director and in consultation with Senior Management, the majority of the recommendations from the working paper (see Appendix 7.3.1) which are consistent with system priorities and current directions will be referred to the appropriate Board Departments for their consideration and action. The remaining recommendations which require further planning and decision-making appear as Appendix 7.3.2 of this report and will be referred to the proposed Secondary School Development Committee.

3. **RATIONALE FOR THE SECONDARY SCHOOL STUDY REPORT**

Together, the subcommittee reports, the working paper, and the feedback from the System to the working paper, all point to the following conclusions.

The study reveals that secondary education in Hamilton over the past few decades has served the needs of students and has met the expectations of society and the workplace.

However, response to the working paper confirms that the current climate, organization, program and program delivery strategies in secondary schools will need to change to meet the needs of learners, the demands of society and the requirements of the workplace of the 1990's and the year 2000.

The **priorities for action**, included in this report, are intended to provide direction for the challenges that educators in Hamilton face as they prepare students to enter the 21st century. They are based on fundamental **beliefs** about learning that are both implicit and explicit in the input, data and reports considered by the Secondary School Study Committee.

4. **BELIEFS UNDERLYING THE SECONDARY SCHOOL STUDY REPORT**

The fundamental beliefs underlying the Secondary School Study Report are consistent with the Vision and Mission statements of the Board.

- 4.1 The developmental, personal, educational and vocational needs of the learner in secondary schools of the 90's are radically different from those of the past.
- 4.2 The needs of the learner and the nature of the learning process determine:
 - program and its effective delivery;
 - qualities of the effective teacher;
 - learning environment and resources;
 - school organization and decision-making processes.
- 4.3 In order to meet the changing needs of learners and the changing demands of society and the workplace, staff development and staff retraining are priorities.

5. PRIORITIES FOR ACTION IN SECONDARY EDUCATION

Response to the discussion paper clearly indicated four priorities for action in developing secondary schools for the year 2000 (see Appendix 7.4). These priorities reflect and reinforce System priorities, Junior Kindergarten to O.A.C., already under way.

5.1 Staff Development

Staff development is the **first** priority in effecting needed change in secondary school education. This will require retraining all staff, as appropriate, at the department, school, area and system levels.

5.2 Program

Evolving Ministry directions in the Transition and Specialization Years will require careful monitoring and appropriate action. Meanwhile, staff development and retraining programs must continue, and be intensified in the areas of program and program delivery to address the needs of the learner in the 1990's.

5.3 Accountability

Developing accountability at all levels of the system is critical if secondary school education is to effectively address the needs of the learner in the 1990's. Clear expectations must be established, and functions and responsibilities clearly defined and evaluated on an ongoing basis. Staff development will play a key role in this process.

5.4 Decentralization

The process of decentralization must be completed as soon as possible. The structures are now in place; however, roles, functions, lines of communication and processes for accountability require further development and implementation. Staff development will play a key role in this process.

6. RECOMMENDATIONS

Based on the beliefs and priorities for action, the Secondary School Study Committee respectfully recommends the following:

6.1 Recommended that the Secondary School Study Report and Appendices be accepted for information.

6.2 Recommended that the Beliefs (Section 4) and Priorities for Action (Section 5) of this Report be adopted by the Board.

6.3 Recommended that the recommendations contained in Appendix 7.3.1 of this Report be referred as indicated.

6.4 Recommended that a Secondary School Development Committee be established:

- to co-ordinate the design and development of secondary school programs for the Transition and Specialization Years based in the Beliefs and Priorities for Action of this Report.
- in collaboration with existing action teams, committees and departments, to address the recommendations for development contained in Appendix 7.3.2 of this Report.
- to monitor Ministry of Education initiatives and directions for the Transition and Specialization Years.

APPENDICES TO THE SECONDARY SCHOOL STUDY REPORT

7. APPENDICES**7.1 Acknowledgements**

- 7.1.1 Secondary School Study Steering Committee (1989)
 Judith Bishop, Trustee
 Mary Caye Clarke, Chairman of the Board
 Jim Goddard, Student, Crestwood Secondary School
 Diane Gruhl, Parent
 Ken Hall, Retired Principal, Sherwood Secondary
 Gary Hardman, Purchasing Agent
 Bob Harkness, Business Education Coordinator
 Bob Holmes, Parent
 Judy Hopkins, Teacher, Parkview Secondary School
 Bill Horvath, Principal, Crestwood Secondary School
 Jim Kerr, Technical Education Coordinator
 Bob Macoritti, Academic Department Head, Parkview S.S.
 Bill Manson, O.S.S.T.F.
 Vivien Masotti, Teacher, Scott Park Secondary School
 Peter McCarroll, Principal, Cardinal Heights School
 David McIsaac, Vice-Principal, Delta Secondary School
 Gail Rappolt, Assistant Superintendent, Program
 Don Roppel, Principal, Sir Winston Churchill Secondary School
 Don Rothwell, Superintendent of Schools
 Paul Simpson, Vice-Principal, Sherwood Secondary School
 Darrel Skidmore, Superintendent of Program
 Al Stockwell, Associate Director of Education
 Stewart Thompson, Middle School Consultant
 Kimberley Zappacosta, Student, Sir Winston Churchill Secondary

The following are acknowledged for their early work on the study:

Frank Kelly, Former Superintendent of Schools
 Bob Knuckle, Vice-Principal, Glendale Secondary School
 Sherri LaFrance, Student, Ainslie Wood Secondary School
 Alan Morrison, Student, Hill Park Secondary School
 Ray Mulholland, Trustee

7.1.2 Subcommittee Members:

Vic Andreychuk	Bob Holmes	Bill Manson
Lee Aurini	Bill Horvath	Peter McCarroll
Murray Barnes	Maria Hruska	David McIsaac
Aggie Bonin	Frank Kelly	Terri Mote
Evelyn Brown	Jim Kerr	Paul Murphy
Leslie Cordero	Murray Kilby	Georgina Pain
Andy Cranbury	Bud Knowles	Dave Plant
Jim Davies	Jim Lawson	Gail Rappolt
Darlene Flett	Bob Leedale	Mary Sager
Ken Hall	Jim Lindsay	Judy Shipperbottam
Bob Harkness	Ted Lowrey	Peter Turnbull
John Henry	Bob Macoritti	Lee Ann Yarwood

7.1.3 Writing Teams:

7.1.3.1 Working Paper

Angela Eng, Typist
 Bob Harkness
 Jim Kerr
 Bill Manson, Editor
 Gail Rappolt, Chairperson
 Al Stockwell
 Stewart Thompson

7.1.3.2 Final Report

Bob Harkness
 Jim Kerr
 Bill Manson, Chairperson, Editor
 Carol Ramberan
 Gail Rappolt
 Linda Sheppard, Typist
 Stewart Thompson

7.1.4 Data Collection Team and Contributors

7.1.4.1 Team

Jane Evans
 Bill Ferris, Chairperson
 Judy Hopkins
 Jim Kerr
 Peter McCarroll
 Don Roppel
 Al Scott
 Linda Sheppard, Secretary
 Paul Simpson

7.1.4.2 Contributors

- Schools - Ainslie Wood, Barton, Crestwood, Delta, Glendale, G.P. Vanier, Hill Park, Scott Park, Sherwood, Sir Allan MacNab, Sir John A. Macdonald, Sir Winston Churchill, Westdale, Westmount
- Middle School Development Committee
- Curriculum Department
- A.E.F.O.
- Individuals - Ron Anderson; Judith Bishop; Evelyn Brown; Mike O'Connor; Art Shore; Peter Turnbull.

7.2 Subcommittee Reports

(full Reports are available from Dr. Harry Paikin Library)

- 7.2.1 Albion (January 24, 1989)
- 7.2.2 Delta (October 31, 1989)
- 7.2.3 Techological Studies (February 16, 1990)
- 7.2.4 OS:IS (November, 1989) (February 16, 1990)
- 7.2.5 Futures (June 23, 1989) (February 16, 1990)
- 7.2.6 Program (December 15, 1989)
- 7.2.7 Visions (February 16, 1990)
- 7.2.8 Vocational (June 23, 1989) (February 16, 1990)

7.3 Specific Recommendations for Action**7.3.1 Summary of Recommendations and Referrals**

Note: The numbers in the left-hand column refer to the numbering of recommendations in the working paper.

WORKING PAPER RECOMMENDATION NUMBER	REFER FOR ACTION -
	A. TO PROGRAM DEPARTMENT
	<u>Transition and Specialization Years</u>
3.1.1.1	Recommended that the Board respond to the Ministry Initiatives (Action Plan 1989-94) through a consultative process, co-ordinated through the Program Department and that the responses be approved by Senior Management prior to being submitted to the Ministry of Education. [To Audit Teams]
3.1.1.3	Recommended that the Board's System Retention Committee submit a set of recommendations to Senior Management. [Completed February, 1991]
3.1.1.4	Recommended that the guidance co-ordinator ensure that secondary school guidance departments and middle school guidance teachers collectively draft a mission statement and a three-year plan consistent with the Ministry Guidance Vision being developed. [Completed April, 1991]
4.1.1.1	Recommended that an on-going in-service program be developed and implemented which: • fosters understanding of, • promotes skills development for, • encourages commitment to, effective classroom practice and program delivery for the curriculum of the '90s. [Also to Human Resources Department & Staff Development Action Team]
4.1.2.1	Recommended that components of all in-service programs involve the image of the ideal educated person and the image of the ideal teacher. [Also to Human Resources Department and Staff Development Action Team]
5.1.1.3	Recommended that, in anticipation of the prospect of a de-streamed Grade 9, student evaluation strategies be explored which will challenge the high-ability student, will serve to motivate and encourage the low-ability student ... and yet will provide students and parents appropriate feedback to allow them to make sound option selections for a "streamed" Grade 10.
	<u>Board Initiatives/Decentralization</u>
3.2.1.1	Recommended that the Program Department revise the Board's RDI model to reflect the goals of school-based management and that this revision be brought to Senior Management for approval by June, 1991. (Note: "School-based Management" will require clarification.) [To Development & Implementation Action Team]

- 3.2.1.2 Recommended that all programs developed in the Board use the RDI model in a systematic way and at the appropriate scale (system, area, school, department).
- 3.2.1.3 Recommended that the Program Department produce the system three-year curriculum plan in draft form for January of each year and that it be finalized upon budget approval in March/April.
[To Development & Implementation Action Team]
- 3.2.1.4 Recommended that the Program Department, in consultation with secondary school principals and area supervisors, revise the Secondary School Program Implementation Plan by November 1991 to identify core program and reflect school-based management. (Note: "Core Program" and "School-based Management" will require clarification.)
[To Development & Implementation Action Team]
- 4.2.1.1 Recommended that as key components of all System, Area and school in-service programs for growth and development, the following components be integrated and emphasized:
- knowledge to raise awareness and foster understanding of the broad concepts of change, and of the positive nature of professional growth and development.
 - skills to deal effectively with the broader processes of change, and of professional growth and development.
 - affect to foster acceptance of the need for positive change, and for on-going professional growth and development in terms of established goals.
- [Also to Human Resources Department & Staff Development Action Team]
- 5.2.2.1 Recommended that program delivery continue to be offered in a wide variety of ways to best meet student needs, and that this include the continuation of special needs or alternative schools for special needs students.
[To Alternative Education Action Team]
- 6.2.1.1 Recommended that all schools negotiate with the Program Department, through the appropriate Superintendent of Schools, a plan for a comprehensive school self-evaluation.
[To Accountability Action Team]
- 6.2.2.1 Recommended that in view of the greater diversity which may evolve in schools resulting from decentralization, a set of measurable school objectives be established for which each Principal will be responsible.
[To Accountability Action Team]
- Technology in the 90's
- 3.3.2.1 Recommended that the Board offer programs which meet the needs of all students in the school: technical literacy for general interest, skills training for direct employment, and/or background knowledge required for post-secondary studies.
[To Tech. Co-ordinator]
- 3.3.2.2 Recommended that the Board consolidate the current sixty-plus subjects which can be taught from the technological studies guidelines into five major areas:
- (i) Communications
 - (i) Construction
 - (iii) Manufacturing
 - (iv) Services
 - (v) Transportation
- [To Tech. Co-ordinator]

- 3.3.2.3 Recommended that programs be problem based and that student-centred learning, independent skills and co-operative learning be emphasized.
[To Tech. Co-ordinator]
- 3.3.2.4 Recommended that programs be adapted to meet the needs of students in each school community.
[To Tech. Co-ordinator]
- 3.3.2.5 Recommended that, wherever possible, related programs involve team teaching (two or more teachers) to provide a range of resources for the students.
[To Tech. Co-ordinator]
- 3.3.2.6 Recommended that flexibility of program delivery be ensured so that programs are available for the maximum number of students in the city.
[To Tech. Co-ordinator]
- 3.3.3.1 Recommended that programs which lead to post-secondary studies be developed in consultation with post-secondary institutions.
[To Tech. Co-ordinator]
- 3.3.3.2 Recommended that the Integrated Apprenticeship Program of the Hamilton Board of Education be implemented as approved by the Ministry of Education.
[To Tech. Co-ordinator]
- 3.3.3.3 Recommended that the Hamilton Board of Education continue to support a technological showcase every four years to advertise new technological trends and programs in our schools.
[To Tech. Co-ordinator]
- 3.3.3.5 Recommended that communication with Mohawk College and other community colleges be encouraged with a view to reaching articulation agreements. (Note: "Articulation Agreement" will require clarification.)
[To Tech. Co-ordinator]
- 3.3.4.1 Recommended that the concepts of technology be introduced, at the primary and junior levels, in Science, Visual Arts, and Environmental Studies.
- 3.3.4.2 Recommended that the implementation of the middle school Design and Technology Document be supported by middle-school Principals, secondary school Technical Department Heads, Principals and Senior Management.
[To Tech. Co-ordinator]
- 3.3.5.1 Recommended that each secondary school library/resource centre develop a three-year plan under the system Partners In Action Program, delineating equipment, renovations, and the personnel needed to automate and maintain the school resource centre.
[Completed September, 1990]
- 3.3.5.2 Recommended that each subject or program and each secondary school have a three-year computers in education plan focused on the integration of computers into curriculum, and identifying the resources and support staff needed to carry out the plan.
[Completed September, 1989]
- 3.3.5.3 Recommended that the Program Department develop a media literacy framework as the basis for integrating media skills across the curriculum.
[Completed September, 1990]

- 3.3.6.1 Recommended that Computers in Education, school libraries and Media in Education be combined into one department at one site by September, 1991.
- 3.3.6.2 Recommended that a system plan for technical support of Partners In Action, Computers In Education, and Media In Education be developed at the school, area, and system levels.
- 3.3.6.3 Recommended that a Curriculum Information System be created to permit resources of all types to be readily accessible to teachers.
- 4.3.1.1 Recommended that on-going and updated in-service opportunities and programs be developed and implemented to:
- foster understanding,
 - develop and upgrade skills for the use,
 - encourage the integration, where appropriate,
- of the technologies of the '90s.
[Also to Human Resources Department & Staff Development Action Team]
- 5.3.2.1 Recommended that financial resources continue to be provided to support a comprehensive plan for purchase of new technological equipment and supplies and for the provision of appropriate facilities.
[Also to Accommodation Committee]
- Literacy
- 3.4.1.1 Recommended that the Program Department purchase or create an interdisciplinary skills list by June, 1991.
- 3.4.1.2 Recommended that the Program Department, area teams, and the Information Management Services Department jointly develop a systematic plan to educate parents and the community in the concept of literacy.
- 3.4.1.3 Recommended that every effort be made to develop partnerships among business, industry, post-secondary institutions, and volunteers in programs to eliminate illiteracy in our community.
[To Continuing Education Action Team]
- 3.4.2.1 Recommended that resources continue to be focused on the development of children's language skills in the early and primary years.
- 4.4.1.1 Recommended that in-service programs be developed and implemented as a system priority to ensure that literacy is an integral component of all programs. (Note: "Literacy" will have to be clarified.)
[Also to Human Resources Department & Staff Development Action Team]
- 4.4.1.2 Recommended that these in-service programs also deal with:
- reading for pleasure,
 - media and computer literacy,
 - language across the curriculum.
- [Also to Human Resources Department & Staff Development Action Team]
- 4.4.1.3 Recommended that the whole language learning concepts from the Primary Division be used in in-service for the system.
[Also to Human Resources Department & Staff Development Action Team]

- 6.4.1.1 Recommended that the Board develop benchmarks or competency levels in language studies that continue from the Growing Into Language Document (JK to Grade 3).
[To Accountability Action Team]
- 6.4.1.2 Recommended that the Board investigate benchmarks in mathematics and other subjects as the directions and parameters of the Ministry develop.
[To Accountability Action Team]
- 6.4.1.3 Recommended that the Board implement a program of remediation for students who do not meet the competency levels.
[to Accountability Action Team]

Environment

- 4.6.1.1 Recommended that on-going in-service programs be developed and implemented as a system priority to:
- raise awareness of environmental issues,
 - promote the environment as a focus in all curricula.
- [Also to Senior Management & Environmental Steering Committee]

The Larger Classroom

- 3.7.1.2 Recommended that teacher/librarians, department heads, and teachers work co-operatively to plan meaningful inter-disciplinary experiences for students.
- 3.7.1.4 Recommended that priority be given to implementation of the Ministry Co-operative Education policy document.
- 5.7.1.1 Recommended that a greater emphasis be placed upon the marketing of our service to address the needs of a diverse adult population...
- the needs of those seeking higher educational qualifications.
 - the needs of those seeking employment skills.
 - the needs of retirees.
 - the needs of the young adult with small children.
- [To Adult Education Action Team]

- 6.7.1.2 Recommended that, where appropriate, co-ordinators establish subject advisory committees with representation from business, industry and institutes of higher learning.

General

- 3.8.1.1 Recommended that all programs continue to have a strong "affect" component focused on social and interpersonal skills and the skills of co-operation, negotiation, and shared leadership.
- 3.8.1.2 Recommended that the Family Studies and Physical Education Departments develop a plan involving all roles in the secondary system to improve the physical and emotional "fitness" of secondary school students using the two Ministry guidelines.
[To School Support Services Action Team]
- 3.8.1.3 Recommended that the two tri-board projects (Substance Abuse and Family Violence) be clearly understood as system and community responsibilities which go far beyond classroom "curriculum."
- 3.8.1.4 Recommended that the steering committee ensure that the substance abuse curriculum be in place by the dates recommended in Ministry guidelines.

- 3.8.1.5 Recommended that the family violence program be managed under the family studies department and supported by both area teams and by the staff development department.
- 3.8.1.6 Recommended that all subjects foster career awareness, and career planning as an integral part of their programs.
- 3.8.1.7 Recommended that a system Arts Policy be developed by the appropriate co-ordinators and department heads and adopted by Senior Management and the Board.
- 3.8.1.8 Recommended that the following subjects, in view of their major changes in program direction, report to Senior Management before December 1991, and that a plan to share these changes with and beyond the system be developed by the appropriate co-ordinator:
- Third Languages
 - Dramatic Arts
 - Family Studies
 - Co-operative Education
- 3.8.1.9 Recommended that the following system reviews report to Senior Management (Board) as soon as possible:
- EASL/D
 - TMR Program
 - Role of the LRT
- [To ESL & Special Education Action Teams]
- 3.8.1.10 Recommended that the following system reviews report the changes in direction to Senior Management:
- Gifted Education Review
 - Special Education Review (Plan)
- [To Special Education Action Team]
- 3.8.2.1 Recommended that the Program Department develop Levels of Use Charts as an integral part of all new curricula. (Note: "Levels of Use Charts" purpose should be clarified.)
- 6.8.1.1 Recommended that a systematic approach to curriculum review, based on the RDI Model, be implemented in all subject disciplines.
- [To Accountability Action Team]
- 6.8.1.2 Recommended that the Board's plan for Curriculum Review be integrated with the Ministry of Education's schedule for subject review.
- [To Accountability Action Team]
- 6.8.1.3 Recommended that the Program Department use the Ministry of Education's OAC examination reviews as a basis for determining appropriate examination questions and examination evaluation criteria.
- [To Accountability Action Team]
- 6.8.1.4 Recommended that all curricula be written with a reasonable number of measurable objectives which must be achieved and a system of remediation be established to assist students who are not able to master the identified objectives.
- [To Accountability Action Team]

- 6.8.4.1 Recommended that Information Management Services develop a program to provide a systematic, statistical analysis showing success rate, completion rate and mark distribution by subject and by school.
[To Accountability Action Team]

B. TO HUMAN RESOURCES DEPARTMENT

Transition and Specialization Years

- 4.1.1.1 Recommended that an on-going in-service program be developed and implemented which:
- fosters understanding of,
 - promotes skills development for,
 - encourages commitment to,
- effective classroom practice and program delivery for the curriculum of the '90s.
[Also to Program Department & Staff Development Action Team]
- 4.1.2.1 Recommended that components of all in-service programs involve the image of the ideal educated person and the image of the ideal teacher.
[Also to Program Department & Staff Development Action Team]
- 5.1.2.2 Recommended that the Board work closely with teacher training institutions to ensure that teacher training in the '90s meets the needs of the Hamilton system in terms of Ministry initiatives.
- 6.1.1.2 Recommended that the Board work closely with teacher training institutions to ensure that teacher training in the '90s meets the needs of the Hamilton system in terms of Ministry initiatives.

Board Initiatives/Decentralization

- 4.2.1.1 Recommended that as key components of all System, Area and school in-service programs for growth and development, the following components be integrated and emphasized:
- knowledge to raise awareness and foster understanding of the broad concepts of change, and of the positive nature of professional growth and development.
 - skills to deal effectively with the broader processes of change, and of professional growth and development.
 - affect to foster acceptance of the need for positive change, and for on-going professional growth and development in terms of established goals.
- [Also to Program Department & Staff Development Action Team]

Technology in the 90's

- 4.3.1.1 Recommended that on-going and updated in-service opportunities and programs be developed and implemented to:
- foster understanding,
 - develop and upgrade skills for the use,
 - encourage the integration, where appropriate,
- of the technologies of the '90s.
[Also to Program Department & Staff Development Action Team]

Literacy

- 4.4.1.1 Recommended that in-service programs be developed and implemented as a system priority to ensure that literacy is an integral component of all programs. (Note: "Literacy" will have to be clarified.)
[Also to Program Department & Staff Development Action Team]
- 4.4.1.2 Recommended that these in-service programs also deal with:
- reading for pleasure,
 - media and computer literacy,
 - language across the curriculum.
- [Also to Program Department & Staff Development Action Team]
- 4.4.1.3 Recommended that the whole language learning concepts from the Primary Division be used in in-service for the system.
[Also to Program Department & Staff Development Action Team]

Race Relations

- 4.5.1.1 Recommended that intensive and on-going in-service programs be developed and implemented to:
- raise awareness of the need for bias-free curricula,
 - encourage all staff to model behaviours which promote racial, ethnic, cultural and religious understanding and harmony.
- [Also to Senior Management & Race Relations Committee]

General

- 6.8.2.1 Recommended that, in consultation with the Affiliates, the Board clearly define roles and establish evaluation criteria for Principals, Vice-Principals, Department Heads, Assistant Heads, Co-ordinators and Consultants and that a systematic evaluation process be implemented.
- 6.8.3.1 Recommended that the Board refine its hiring process to include clearly stated criteria, with supporting rationale based on "The Image of the Ideal Teacher."

C. TO COMPONENT STAFFING COMMITTEE**Board Initiatives/Decentralization**

- 3.2.1.5 Recommended that core program be staffed as a "component" of component staffing so that schools with less than 1,000 regular students are not penalized by limiting other selections.

Technology in the 90's

- 5.3.1.1 Recommended that principals ensure co-operative planning time is provided for teachers and teacher-librarians.

General

- 5.8.2.1 Recommended that principals continue to provide bi-level and/or multi-grade classes where appropriate, to sustain a diversity of curriculum offerings.

- 5.8.2.2 Recommended that small composite schools investigate the concept of offering a multi-subject lab, where one or two teachers with para-professional help would work with students in related subject areas on a small group basis.

D. TO INDUSTRIAL EDUCATION COUNCIL

- 3.3.3.4 Recommended that the Hamilton Board of Education expand Partners in Education to all schools to complement school-based programming.

E. TO SENIOR MANAGEMENT

Board Initiatives/Decentralization

- 4.2.2.1 Recommended that the Board approach the Affiliate to form a Steering Committee of Board and Affiliate representatives to:

- review the current practice for professional growth and development,
- develop criteria and new procedures, if necessary, for professional growth and development in terms of the established directions of secondary education in the '90s and Article 27.1 of the Collective Agreement,
- implement the newly developed practice.

[To Personnel Evaluation Committee]

- 4.2.2.2 Recommended that the Board provide adequate resources (personnel, time, money) to effect the review, development and implementation outlined in 4.2.2.1.

[To Personnel Evaluation Committee]

- 4.2.3.1 Recommended that the Board as a priority undertake to define staff roles under decentralization and reorganization, and within the CRDI model.

- 4.2.3.2 Recommended that System in-service programs be developed and implemented to familiarize all management, leadership and classroom staff with:

- the CRDI model and process,
- the central, area and school role delineations within that model.

- 5.2.4.1 Recommended that there be developed and implemented a clearly-defined procedure for any future school closing or amalgamation of schools, including an appropriate timeline.

Race Relations

- 3.5.1.1 Recommended that any system, area, or school-based program development use the values and principles stated in the working paper, Toward Racial and Ethno-cultural Equity, until such time as the formal policy is in place.

[To Race Relations Committee]

- 4.5.1.1 Recommended that intensive and on-going in-service programs be developed and implemented to:

- raise awareness of the need for bias-free curricula,
- encourage all staff to model behaviours which promote racial, ethnic, cultural and religious understanding and harmony.

[Also to Human Resources Department]

Environment

- 3.6.1.1 Recommended that priority be given, in terms of the necessary resources (time, personnel, equipment, supplies), to environmental programs as recommended in the environmental studies review.
[To Environmental Steering Committee]
- 4.6.1.1 Recommended that on-going in-service programs be developed and implemented as a system priority to:
- raise awareness of environmental issues,
 - promote the environment as a focus in all curricula.
- [Also to Program Department & Environmental Steering Committee]

The Larger Classroom

- 6.7.1.1 Recommended that secondary schools establish school advisory committees with representation from parents, business, industry, community colleges and universities.
[To Site-Based Management Committee]

General

- 6.8.3.2 Recommended that, in consultation with the Affiliates, the Board establish and implement teacher evaluation criteria for contract maintenance.
[To Teacher Evaluation Committee]

F. TO FINANCE DEPARTMENT**Technology in the 90's**

- 5.3.2.2 Recommended that every avenue for resource sharing with industry and business be investigated.

G. TO INFORMATION MANAGEMENT SERVICES DEPARTMENT**The Larger Classroom**

- 6.7.1.3 Recommended that a process be established to systematically obtain feedback from industry and community colleges regarding the knowledge and skill level of our technology graduates.
- 6.7.1.4 Recommended that Information Management Services track the graduates of our System by post-secondary institution, post-secondary program, and by job classification.
[Also to Retention Committee]

7.3.2 Referrals and recommendations to the proposed Secondary School Development Committee.

Topic for Action	Recommendation for Action	Recommend. Number
The Larger Classroom of the 90's	in collaboration with: •departments •schools •area teams •H.R., Staff Dev. and Program Departments •I.E.C.	4.7.1.1 4.7.1.2 4.7.1.3 4.7.1.4
Learner Needs in the 90's	in collaboration with: •Program, Staff Dev., and Tech Departments •department, school and area teams •business, industry, the community	3.3.1.1(ii) 3.4.0.0 4.1.3.1
School Environments of the 90's	in collaboration with: •Program Department/subject co-ordinators •H.S.S.P.C. •area supervisors/teams •department heads •superintendents of schools	3.2.1.7 3.7.1.1 5.1.2.1 5.2.1.1 5.8.1.1
Transition Years	in collaboration with: •schools •areas •Program Department to develop: •system •area •school plans for the implementation of the Transition Years	3.1.1.2 5.1.1.1 5.1.1.2 6.1.1.1
Specialization Years	until the Ministry has established clear and firm directions for the Transition Years, there should be no major philosophic change of direction in Hamilton's secondary schools.	3.1.1.5 3.2.1.6 3.7.1.3
Basic Level	until the Ministry has established clear and firm directions for the delivery of basic level education, there should be no major philosophic change of direction in Hamilton's secondary schools.	5.2.3.1 5.2.3.2 5.2.3.3 5.2.3.4 5.7.2.1

Transition and Specialization Years

- 3.1.1.2 Recommended that a Transition Years plan be put into place for system implementation in September, 1993 (i.e., for those students who entered Grade 6 in September, 1990).
- 3.1.1.5 Recommended that major changes in program direction in the Specialization Years be deferred until 1991 or until there is a clearer picture of the Transition Years Plan and Ministry direction.
- 4.1.3.1 Recommended that on-going in-service programs and opportunities be developed and implemented which encourage understanding and collaboration across the Grade 8-9 interface by providing opportunities for:
- sharing and networking among schools, departments and teachers,
 - staff shadowing and exchanges, both short and long-term.
 - sharing the ideas and concepts of the Middle School Strategic Plan.
- 5.1.1.1 Recommended that principals, vice-principals, and department heads strengthen interfaces between middle and secondary schools which will provide opportunities for middle school students to become more aware of how the secondary school operates, and more aware of specific subject offerings and the implications of "levels of difficulty."
- 5.1.1.2 Recommended that, for Grade 9 students where appropriate, timetables and/or program be developed that stress cohesiveness, keeping student groups together more and/or giving individual teachers more than one contact with a particular class.
- 5.1.2.1 Recommended that principals, vice-principals, and department heads develop a school plan to encourage student-centred, activity-based strategies.
- 6.1.1.1 Recommended that a process be established for monitoring and evaluating the implementation of the Transition Years component of the Ministry of Education's plan to restructure education with particular emphasis on the interface between Grades 8 and 9 and Grades 9 and 10.

Board Initiatives/Decentralization

- 3.2.1.6 Recommended that when population in a community secondary school declines severely, it come under review to ensure that quality and diversity of program are maintained.

- 3.2.1.7 Recommended that a system plan for program initiation be developed that balances the need for both school individuality with the need for quality and equity across the System.
- 5.2.1.1 Recommended that principals in collaboration with their superintendents of schools, staffs and subject co-ordinators use O.S.I.S. to adapt, modify, and implement courses and programs which meet the needs of their schools and students without compromising the standards and the quality of the system.
- 5.2.3.1 Recommended that all basic level schools be co-educational.
- 5.2.3.2 Recommended that Senior Management establish a committee to study the effective delivery of "vocational" education in Hamilton, and particularly that this committee:
- monitor and assess the existing diversity of Basic level program delivery.
 - make recommendations for future program delivery.
 - report back to Senior Management no later than November, 1991.
- 5.2.3.3 Recommended that Ainslie Wood and Parkview be closely aligned to the nearby composite schools, Westdale and Scott Park respectively, for program and for extra-curricular purposes.
- 5.2.3.4 Recommended that the term "vocational" be deleted from the title of these schools.

Technology in the 90's

- 3.3.1.1 Recommended that the Board develop plans to meet technological advances in two broad strands:
- (i) Preparation for work (3.3.2, 3.3.3, 3.3.4).
[Completed December, 1990]
 - (ii) Preparation for life (3.3.5, 3.3.6).

Literacy

- 3.4.0.0 [The Secondary School Development Committee will deal with the whole issue of Literacy as reflected in the Working Paper.]

The Larger Classroom

- 3.7.1.1 Recommended that the Hamilton Board of Education conduct a review of co-instructional activities in order to ensure that the values, beliefs and teaching strategies are consistent with those effective in the classroom.

- 3.7.1.3 Recommended that the Board create centres of specialization in our secondary schools in order to provide highly specialized programs in a cost efficient manner.
- 4.7.1.1 Recommended that on-going in-service programs and opportunities be developed and implemented in collaboration with the community to:
- promote awareness, sharing, collaborating, networking and interacting inside and outside the classroom,
 - establish curriculum and program ties with the community.
- 4.7.1.2 Recommended that interaction take place between our teachers and:
- (i) other schools in our system
 - (ii) other systems within our Province
 - (iii) across Canada and Internationally
- 4.7.1.3 Recommended that teacher work experience programs be given a higher profile and priority.
- 4.7.1.4 Recommended that the Industry Education Council implement a program of job shadowing and exchanges between Board employees and employees of local businesses and industries.
- 5.7.2.1 Recommended that basic level secondary schools establish closer ties with:
- elementary schools
 - composite schools
 - local and business communities

General

- 5.8.1.1 Recommended that principals make appropriate adjustments to school timetables, curricula, and class scheduling in order to offer flexible programming such as:
- 30-hour (1/4 credit) and 60-hour (1/2 credit) courses.
 - time-intensive courses, such as double period for 1/2 semester.
 - entrance to courses at more frequent time intervals.
 - independent study opportunities.

7.4 THE SECONDARY SCHOOL OF THE 90's



Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 06 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Response to the Technological Education Consultation Paper

A detailed response to the Technological Education Consultation Paper has been prepared by using information from three sources. The initial material used was the Technology Section of the Secondary School Study Report and the system responses to it. The Technological Studies Heads prepared a detailed response. On May 14th at Delta Secondary School, representatives from Business and Industry, Trustees, and selected staff in the system observed the science and technology programs at three schools (Delta, W. H. Ballard and Memorial) and responded to the options presented by the Ministry. The material they produced has been sent back out to them for approval, and any critical issues from the Secondary School Study Report and the Technological Studies Heads' Report will be added.

Appendix 1, Key Points to be Made to the Ministry, stated the critical issues as identified by members of the Symposium on May 14th. This will form the cover sheet of the Hamilton Board of Education's response. The Technological Education Flowchart, Appendix 2, shows a recommended structure for curriculum delivery prepared over the last year by the Technological Studies Heads and Program Department.

This chart is designed to show a clear differentiation between *Technological Studies*, a term which is generally used to mean preparation for work in a technical area at the senior high school level, and a *technological education* which is required by all students in order to be literate in the 1990's. A sound technological education is a necessary pre-requisite for an effective Technological Studies Program in senior high school. However, a sound technological education requires careful attention to the principles of science, mathematics, design, construction and all types of technology from primary to OAC. Careful curriculum planning in the Early and Formative Years will need to integrate more active learning in the areas described above.

The detailed report will be available to trustees for approval on June 17th. It is due at the Ministry July 5th.

RECOMMENDATION:

That the attached material be received for information.

Prepared and Submitted by: Jim Kerr, Co-ordinator of Technological Studies
Gail Rappolt, Assistant Superintendent of Program

Approved By: Keith A. Rielly, Director of Education and Secretary

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Symposium on Technology

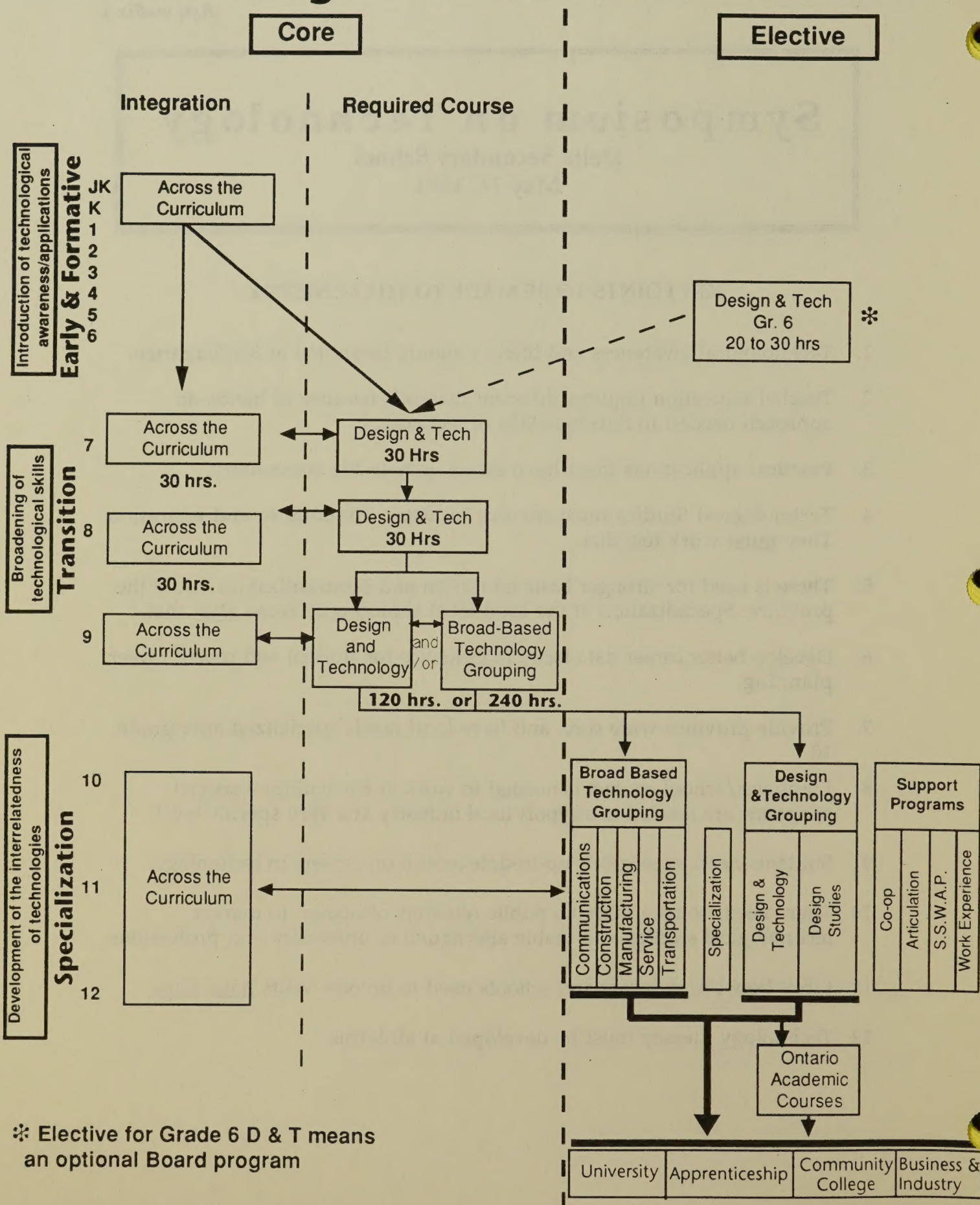
Delta Secondary School

May 14, 1991

KEY POINTS TO BE MADE TO THE MINISTRY

1. Technological awareness and literacy should be started at Kindergarten.
2. Teacher education requires different methods because of hands-on approach needed to develop skills of technology.
3. Practical applications must have direct links to the community.
4. Technological Studies must involve industry, community and education. They must work together.
5. There is need for stronger basic education and standardization across the province. Specialization at the local level should only come after that.
6. Develop better career data bases in guidance for student and parent career planning.
7. Provide province-wide core, and have local needs specialized after grade 10.
8. Employer/school contact is needed to work at curriculum – special programs are needed to support local industry at a very specific level.
9. Students need to be given up-to-date advice on careers in technology.
10. There needs to be a massive public relations campaign to market technological studies as a viable alternative to university and professions.
11. Links between industry and schools need to involve visits both ways.
12. Technology literacy must be developed at all levels.

Technological Education Flow Chart



Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 06 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Race Relations And Ethnocultural Equity Update

The Race Relations Steering Committee, Design Team and Action teams have been formed. Membership consists of trustees, senior management, support staff, principals, teachers, federation reps., union reps. and community reps.

The Steering Committee :

Has met on a number of occasions to provide direction, guidance and feedback to the Design Team. A third of this committee's membership is made up of representatives from Hamilton's racial, ethnic and religious communities. Meetings are scheduled on a monthly basis.

The Design Team :

Meeting on a regular basis, the Design Team has put together six Action Teams - Leadership, Community Relations, Program, Responding To Harassment, Staff Development, Employment Practices. Chairs of the six Action Teams as well as designated trustees and community reps. from the steering committee have planned and carried out an inservice for all members of the Steering Committee, Design Team and Action Teams. The inservice took place on Friday April 19, 1991 - see attached agenda.

Action Teams

Have met, clarified tasks and established a process for operating as a team. Action Team meetings have been scheduled and timelines for task completion established. Minutes from each Action Team will be made available to all Action Team chairs to ensure on-going networking and co-operation. Dates for Steering Committee, Design Team and Action Team meetings are available by contacting Steve Barrs Ext. 437.

Inservice Opportunities :

A number of workshops dealing with "Bias In Learning Materials" are being scheduled for June. Specific workshops for English teachers, curriculum writers and program co-ordinators and consultants will be facilitated by Geraldine Kikuta our curriculum documents editor. In addition a special opportunity for all Race Relations Committees and Action Teams is being made available on the morning of June 12, 1991 - see attached agenda.

RECOMMENDATION:

That this report be received for information.

Prepared by : Steve Barrs, Consultant

Submitted by : Bruce Sinclair, Superintendent, Human Resources

Approved by : Keith A. Rielly, Director of Education and secretary

Towards Race Relations And Ethnocultural Equity

Inservice Session For Steering Committee Design Team Action Teams

Date : Friday April 19, 1991

Time : 1:00 - 4:30 p.m

Place : Main Auditorium, Ed. Centre

A g e n d a

- | | |
|-------------|--|
| 1:00 - 1:30 | Introduction - Keith Rielly
Role of Action Teams - Bruce Sinclair |
| 1:30 - 4:30 | Focus On Action Teams <ul style="list-style-type: none"> • Each Action team Meets To: <ul style="list-style-type: none"> - get to know each other - clarify tasks - establish process for operating - establish timelines for task completion - establish meeting dates |

Action Team Chairs

- Leadership - Keith Rielly
- Community Relations - Rick Kawai
- Program - Darrel Skidmore
- Responding To Harassment - Neville Nunes
Murray Quinn
- Staff Development - Steve Barrs
- Employment Practices - Linda Sproule - Jones

Meeting Rooms

- Room 1
- Lower Auditorium
- Lower Auditorium
- Area 2 Conference Room
- Lower Auditorium
- 4th Floor Conference Room

Race Relations And Ethnocultural Equity

**Recognizing Bias In Learning Materials
A Workshop
For Members of :
Race Relations Steering Committee
Race Relations Design Team
and
All Race Relations Action Teams**

**Date : June 12, 1991
Time : 9:00-11:30 a.m
Place : Education Centre, Room 1**

**Workshop Leader : Geraldine Kikuta
Curriculum Documents Editor**

Participants will explore various issues related to identifying and dealing with bias in learning materials. Special focus will be given to racial and sexual bias.

**RSVP
527-5092 Ext. 437**

REPORT OF THE CHILD CARE COMMITTEE

Present: Mr. G. Korz (Chairman); Trustees Clarke, Deans and Cunningham.

Also

Present: Trustee Bishop.

Officials

Present: A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

The Committee recommends:

GENERAL

1. That the Hamilton Board of Education continue its present Child Care Policy (attached) with the addition of the following clauses from the Draft Child Care Operating Procedures:

- (a) 4.1 Hamilton Board of Education staff will provide support to centres operated by the Umbrella Board consistent with their responsibilities under the Hamilton Board of Education policy, as outlined in the Role of the School Principal in the Support of Child Care (Appendix vii) and the Role of Other Board Personnel in the Support of Child Care (Appendix viii). [Cost involved: \$57,000]*
- (b) 4.9 - Cleaning and caretaking services will be provided to centres operated by the Umbrella Board according to a contractual agreement. It will be reviewed annually by the Child Care Program Leader, the Area Supervisory Foreman, the Manager of Caretaking Services and the Principal involved **and approved by the Board**. This will ensure that all parties concerned are aware of the actual needs of the centres. [Cost involved: \$103,000]*

*Costs recoverable

Respectfully submitted,

G. Korz
Chairman

Committee Room,
1991 05 21

HAMILTON BOARD OF EDUCATION CHILD CARE POLICY
(adopted November, 1988)

That the Hamilton Board of Education:

- endorse the value of child care programs in schools.
- endorse the commitment that priority be given to child care centres when assigning the use of available space.
- endorse the commitment to be involved in the establishment of new facilities.
- review those child care facilities which currently exist in Hamilton Board of Education facilities.
- endorse the need for the co-ordination of the Hamilton Board's involvement in child care.
- endorse the need for co-operation with the agents of other provincial government ministries and municipal authorities in the provision of child care.

REPORT OF THE
COMMITTEE TO STUDY RELIGIOUS EDUCATION IN SCHOOLS

Present: Dr. Johnston (Chairman); Trustees Hill, Rogers and Cunningham.

The Committee recommends:

GENERAL

1. That the Secretary of the Board write the Minister of Education to express:

a) our support for the Minister's direction to establish a Resource Committee relative to education about religion.

b) our interest in discussing the Hamilton Board of Education as a pilot project for education about religion.

Respectfully submitted,

DR. J. JOHNSON,
Chairman

Committee Room,
1991 05 23

TO THE SECRETARY OF THE DEPARTMENT OF EDUCATION
WASHINGTON, D. C.

Dear Sir:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

relative to the proposed amendment to the Constitution of the National Education Association.

The National Education Association is a national organization of teachers and school administrators. It is the largest and most influential of the organizations representing the interests of the teaching profession.

The proposed amendment is as follows:

Resolved,

That the Secretary of the Association be authorized to negotiate with the National Education Association for the purpose of securing the adoption of the proposed amendment.

It is suggested that the National Education Association be authorized to negotiate with the National Education Association for the purpose of securing the adoption of the proposed amendment. It is suggested that the National Education Association be authorized to negotiate with the National Education Association for the purpose of securing the adoption of the proposed amendment.

Very truly yours,

W. A. Rorer
Secretary

Committee Room
April 10, 1900

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 06 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Transition Years Response

A detailed response from the Hamilton Board of Education to the Ministry Transition Years Consultation Paper, and a brief executive summary of this response are attached. The process used to produce the response paper and the key points for discussion are highlighted in the executive summary. The approved response is to be submitted to the Ministry by July 5th. The item will appear on the June 17th Development Committee agenda for approval.

RECOMMENDATION:

That the attached material be received for information.

Prepared By: Linda Woolfrey-Cooper, Family Studies Co-ordinator
John Henry, Science Co-ordinator
Carol Ramberan, Area 4 Special Assignment
(Based on Material from Area Transition Teams and Schools)

Submitted By: Gail Rappolt, Assistant Superintendent of Program

Approved By: Keith A. Rielly, Director of Education and Secretary

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To the ...
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Proposed by: ...
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Submitted by: ...

Approved by: ...

The Transition Years Ministry of Education Consultation Paper

Executive Summary of the Hamilton Board of Education Response

Background

The Response Paper was released by the Ministry in late November and distributed in December. In January, a timeline for response submission was sent out. A team of three (John Henry, Science Coordinator, Carol Ramberan, Special Assignment Area 4, and Linda Woolfrey-Cooper, Family Studies Co-ordinator) were given the responsibility of writing a system response based on information collected from the various stakeholder groups.

There were sixteen submissions from the five areas. Area committees were composed of teachers, administrators and resource team members, and trustees worked long and hard to analyze the material, consider the options, and make recommendations. Some schools sent their responses to the area team while others sent them directly to the system writing team. Responses were also received from subject groups and individuals.

On April 24th and 25th, the responses from the stakeholders representing a wide range of positions and ideas were collated into one central response. Due to the variety of response submissions, a major effort was made to avoid judgment and censorship so that all groups would see that the ideas from their submissions were reflected. The draft response was sent to the stakeholders on May 1st for validation. This gave groups an opportunity to correct and clarify responses.

Based on that input, the attached draft document was prepared on May 17th. In order to conserve paper, the document is designed to be read with the consultation paper, rather than reproducing the entire document as well as the response.

Key Points Made in the Response Document

The Report focussed on the needs of students 11-14 years old. For this reason, the characteristics and needs of the early adolescent as set out in the Middle School Policy were the basis for the response to the ten issues.

There was basic agreement on the assumptions about early adolescents (Issue 1), expectations for students at this stage (Issue 2), core curriculum (Issue 3), evaluation of student achievement (Issue 4), exceptional students (Issue 7), and community involvement (Issue 9). Detailed suggestions were given, and where appropriate, material from the Middle School Committee was included.

Issue 3, the defining of Core Curriculum, will ultimately be one of the most contentious issues faced by both the Ministry and individual boards. There was general agreement in Issue 3 that the Ministry should follow the pattern of the Formative Years by recommending sets of skills, values, and groupings of subjects as core, rather than a list of mandatory subjects. However, responses to program delivery questions (Issue 5) suggested a more traditional subject-based core. The response to Issue 5, school organization, was varied and contradictory in nature reflecting the contrast between a subject specific focus (mostly secondary school) and school/student focus (mostly middle school). This dilemma is posed by attempting to build a curriculum that meets the needs of early adolescents, as they are now understood from current research, while working with a program and delivery model that was based on quite different beliefs about how students learn.

The responses to Issue 6, should boards have specialized schools, were varied and reflected a variety of viewpoints regarding the vocational schools as they exist in Hamilton.

There were lengthy and varied responses to the questions on student support services (Issue 8). A balance between career and social counselling, with the trained school guidance counsellor as the case manager, was generally recommended.

The final issue (Issue 10), teacher pre-service and in-service, received many varied and detailed responses.

The work that went into producing the attached document represents many hours of reading, dialogue and writing on the part of a great many teachers and administrators in the Hamilton system. In particular, our system focussed on the work of Andy Hargreaves and Lorna Earl, the two Ontario researchers who wrote The Rights of Passage, but research was done into other provincial, national and international material as well. The process serves as a step toward further linking the work of the middle and secondary schools in our system, making the transition easier for students, and making the curriculum more relevant and effective over the next decade.

THE TRANSITION YEARS – DISCUSSION AND RESPONSE

**Submitted by:
Hamilton Board of Education**

DRAFT

MAY, 1991

Responses were received by:

AREA 1: Response Team

Barbara Howard, Area 1 Office
Terry Gallagher, Area 1 Office
Sue O'Brien, Ainslie Wood Secondary School
Tom Feeney, Ainslie Wood Secondary School
Ken Drake, Bennetto
Avanell Scherer, Sir John A. Macdonald Secondary School
Judi Binns, Sir John A. Macdonald Secondary School
Paul Murphy, Westdale Secondary School
Judith Bishop, Trustee, Area 1

Area 2: Response Team

Ken Griffin, Area 2 Office
Georgina Pain, Area 2 Office
Donna Quigley, Area 2 Office
Pat Wheaton, Delta Secondary School
Geza Kocsis, Parkview Secondary School
Ted Ophoven, Queen Mary Elementary School
Dennis Griffin, Scott Park Secondary School
Linda Woolfrey-Cooper, Subject Co-ordinator

Area 3: Response Team

Gail Belisario, Area 3 Office
Al Scott, Area 3 Office
Jack Diverty, Elizabeth Bagshaw Middle School
C. Hilgren, Elizabeth Bagshaw Middle School
Marlene Rielly, Glen Brae Middle School
Dave Plant, Glendale Secondary School
Jon Sims, Glendale Secondary School
Evelyn Brown, Parkview Secondary School
Dave Staples, Sir Isaac Brock Elementary School
Paul Gordon, Sir Winston Churchill Secondary School
Barb Mumford, Sir Winston Churchill Secondary School

Areas 4/5: Response Team

Carol Ramberan, Area 4/5 Office
Eric Hipkiss, Area 4 Office
Mary Jean Tyczynski, Area 4 Office
Bruce Mair, Area 5 Office
Bob Russ, Area 5 Office
Paul Smith, Area 5 Office
Marilyn Stewart, Burkholder Middle School
Jim Mackrory, Burkholder Middle School
Joanne Colman, C.B. Stirling Elementary School
Gale Male, Hampton Heights Middle School
Ken Taylor, Lawfield Middle School
Colleen Wray, Barton Secondary School
Lorne Evans, Barton Secondary School
John Luby, Caledon Secondary School
Brian Johnston, Chedoke Middle School
Iris Chatten, Crestwood Secondary School
Marg Laberto, G.L. Armstrong
Ralph LeFevre, G.L. Armstrong Elementary School
Giselle Maerz, Norwood Park Elementary School
Louise Boecker, R.A. Riddell Elementary School
Lee Beach, Sherwood Secondary School
Doug Massey, Sherwood Secondary School
Brent Ellis, Sir Allan MacNab Secondary School
Lee Swan, Sir Allan MacNab Secondary School
Beth Jazvac, Westmount Secondary School
Tim Dexter, Westview Middle School

The following schools, groups and individuals submitted responses to some or all of the Consultation Paper. Some were included in Area Responses; some at the System Audit.

Barton Secondary School, Art Department
Burkholder Middle School
Business Education Department Heads
Cardinal Heights Middle School
Chedoke Middle School
Curriculum Co-ordinators
Drama Teachers
Family Studies Teachers
G.L. Armstrong Elementary School
Hamilton Guidance Counsellors
Hill Park Secondary School
Jim Ruddle, Principal, Barton Secondary School
Language Heads
Mathematics Department Heads and Assistant Heads
Mike O'Connor, Vice-Principal, Barton Secondary School
Norwood Park Elementary School
Scott Park Secondary School, Guidance Department
Scott Park Secondary School, History Department
Sherwood Guidance Department
Visual Arts Middle School Teachers
Visual Arts Secondary School Teachers
Westmount Secondary School
Westview Middle School

In addition, relevant data from the Secondary School Study Committee Report was included from the following schools:

Barton Secondary School
Caledon Secondary School
Crestwood Secondary School
Hill Park Secondary School
Sherwood Secondary School
Sir Allan MacNab Secondary School
Westmount Secondary School

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THE UNIVERSITY OF CHICAGO

ISSUE 1: ASSUMPTIONS ABOUT EARLY ADOLESCENTS DURING THE TRANSITION YEARS (GRADES 7, 8 AND 9)

Comments on Identified Concerns:

While strategies exist to deal with many of the concerns, they are ineffective because of existing legislation (*i.e.*, Young Offenders Act, Compulsory School Attendance, etc.) and lack of financial resources. Funding for social issues takes money away from program.

Comments on Proposed Direction:

The System is generally in agreement and supportive of the proposed direction. If the assumptions outlined are used as the basis for policy for the Transition Years, careful consideration must be given to the following:

1. The changes necessary to address the needs of the early adolescent through classroom organization, staffing of Middle Schools, instructional methodologies, curriculum organization and delivery... in effect, virtually every component of current educational delivery to these students must be revised in light of the identified concerns and assumptions about this age group.
2. A well-articulated and accurate understanding of what we mean by early adolescence must be developed, disseminated and accepted as the basis for planning the changes listed above. The descriptors need to include social, emotional, intellectual and physical development. A continuum of developmental characteristics should be developed from the Formative Years, through the Transition Years and into the Specialization Years.
3. There will be more significant change at the Grade 9 level and, therefore a more difficult set of challenges to be met. Special attention must be given to this component of the Transition Years when looking at issues like streamed/destreamed courses, the semester approach, and movement of students from one school to another.
4. Many adolescent new Canadians are pulling away from their cultural heritage while their parents struggle to maintain it, resulting in stress and conflict.

1.1 What needs and characteristic of early adolescent learners must be considered in planning for their education in the Transition Years?

The Hamilton Middle School Development Committee has developed a chart summarizing the educational needs of early adolescents.

TRANSESCENTS

NEED TO UNDERSTAND	NEED TO BE ABLE TO	NEED TO BE	NEED TO EXPERIENCE CARING TEACHERS	NEED TO EXPERIENCE A SUPPORTIVE SCHOOL ENVIRONMENT	NEED TO EXPERIENCE A RESPONSIVE SCHOOL ORGANIZATION
• their changing selves – physical – emotional – intellectual • others – peers – family – teachers • their world – personal – cultural – environmental – social, political, economic	• deal positively with personal change • explore personal alternatives and consequences • find self-respect and understanding • play • deal positively with interpersonal relationships • identify with groups and individuals • communicate effectively • share ideas, values, feeling • observe, interpret, evaluate • personally respond • question, explore, experiment, discover, reflect • solve problems and make decisions • confront issues positively • imagine and suspend disbelief • create and contribute • value	• confident • reassured • independent • understood, respected and appreciated • accepted • supported • rewarded • dependent • feeling • active • independent • supported • curious • critical • reflective • idealistic • involved • risk-takers • rebellious • intense • caring	• who are collaborators, mentors, facilitators • who are positive role models • who understand and respect their needs • who, themselves deal effectively with change • who celebrate differences • who communicate effectively • who are supportive • who are accepting • who are listeners • who are interactive • who understand and value the ideal Middle School Curriculum and strive to deliver it • who model life-long learning • who facilitate exploration experimentation, discovery reflection and response • who are responsive • who encourage individuality and independence	• which provides caring • which provides opportunities for group identification • which promotes regular activity • which facilitates change • which provides stability • which celebrates collaboration and co-operation • which provides opportunities to challenge ideas and structures in positive ways • which encourages variety • which fosters growth • which facilitates personal expression • which celebrates the individual • which provides concrete, practical, hands-on experiences appropriate to developmental stages	• which encourages variety in content, strategies, scheduling and grouping • which allows for student, parent, teacher and community input • which fosters teaming and collaborative learning • which is based in student-needs • which is flexible • which respects individuality • which focuses on program implementation and delivery • which allows for individual growth

Additional Comments on Needs and Characteristics

- Uniqueness and self-confidence
- Focus on the development of self-esteem
- Progress based on development rather than age
- Peer interaction as paramount in the lives of the students
- Focus on social and emotional development rather than cognitive development
- Recognition and accommodation of the "fragile sense of self." (Students are vulnerable to an exaggerated sense that the critical eyes of the world are on them.)
- Egocentricity
- Strong positive role models (mentors/teacher advisors)
- Opportunities to show and develop responsibility to foster autonomy and a sense of self-esteem—provide a balance between direction and independence
- Specific understanding and coaching toward personal and career goals
- Awareness of non-traditional jobs and careers
- Understanding and identifying with one's culture
- Exploration of each student's place and part in that culture
- Exploration of their world and personal response to it

Program

- Hands-on activity-based learning experiences to assist with development from the concrete operational stage to the abstract reasoning stage
- Learning styles application to programming and learning environment
- The ability to make real choices in programming, learning activities and routines
- The accommodation of short attention spans
- Focus on both short-term and long-term goals
- The importance of flexibility and patience in the establishment of program decisions, the school structure, environment program: flexible, tolerant and conducive to risk-taking
- Curriculum and delivery should be consistent from Grades 7-9
- Preservation of the integrity and excellence of achievement for students
- Program interaction with the community
- Clear definition of "core" curriculum
- Integration of technology
- Multi-grade advisor/advisee program
- More specific planning for exceptional students as destreaming is implemented
- A "core" curriculum which explores links among subjects

In Summary

- The early adolescent is developing a growing independence from adults. The student needs some control over what is going on within an adult structure yet still needs a base of security.
- There is variability in intellectual development, moving from concrete to abstract. There is a need for accommodating a variety of learning styles.
- The student is focused on self; therefore, there is a need to make learning relevant to them and to develop a positive sense of self.
- There is a shifting from adult (parent) influence to peer influence; therefore, there is a need to develop social skills and decision-making skills.
- The early adolescent has a need to be recognized as a member of a unique group with a social usefulness.

ISSUE 2: EXPECTATIONS FOR STUDENTS DURING THE TRANSITION YEARS

Comments on Proposed Direction:

There is general agreement with some specific concerns.

The statement is vague and too general; *i.e.*:

- i) should read "needs and interests"
- ii) what is a family structure?/or context—flexible and variable
- iii) pupils belong to many communities—should "community" be defined?
- iv) who determines how much emphasis is given to local vs global communities?

How are connections to be made *re* local/global communities to ensure relevance?

Additional Comments about Expectations for Students

- There is a discrepancy between the expectations that the general public sees as important and expectations that educators see as important; therefore, the difficulty will be in designing "a set of expectations" to meet the demands of both groups. Greater communication between the two groups is vital, especially with employers.
- Expectations should be based on current child development theory and what we know about how adolescents learn. (See *Observing Adolescents* by the Toronto Board of Education.)
- Most early adolescents are still at the concrete-operational stage in their development and, therefore, abstract and formal operations are unrealistic expectations.
- The content or knowledge components of curriculum for early adolescents must be a *vehicle* for the acquisition of values and skills. These values and skills should be linked to previous learning experiences and those necessary for subsequent programs; *e.g.*, Language or Mathematics skills.

2.1 What values, knowledge and skills should students acquire during the Transition Years?

The knowledge required during the Transition Years should be related to subject areas, but the skills and values should be integrated into all curriculum. Therefore, knowledge objectives, as such, were not addressed by most of the respondents. However, some specific suggestions were presented:

- Past, present and future knowledge of self and others with the links among these
- The uniqueness of Canada and the role it plays in the family of nations
- Health care
- Civics
- The nature of change as related to personal decision-making and career planning
- Resources management
- Economics
- Human relations
- Wellness
- Applied Mathematics and Science
- Global issues
- Numeracy
- A balance in the curriculum with respect to subject offerings
- Media literacy
- French as a second language
- The role of the Arts in the community, society, culture and economy
- The balance of rights and responsibilities, decisions and consequences

Skills

- Communication
- Interpersonal—social, family
- Conflict resolution
- Decision-making
- Problem-solving
- Research—how to find information
- Organizational
- Coping skills
- Thinking (critical, creative)
- Self-evaluation
- Mechanical
- Study skills
- Life skills
- Expression and communication through the Arts
- Development of kinesthetic awareness and physical co-ordination

Strategies to allow students to obtain/use skills

- Active learning
- Co-operative learning
- Independent learning
- Exploring the Arts and responding personally to them
- Balance of whole class, small group and individual learning opportunities

Values

- Respect for individual differences including beliefs and cultural differences, the environment, tolerance for others
- Appreciation for the consequences of one's actions
- An appreciation of the ways in which individuals and families are socialized in Canadian society
- Respect for self
- Respect for life-long learning
- Respect for individual rights and responsibilities
- Compassionate behaviour; *e.g.*, caring, sharing, helping, concern for others, feeling empathy
- Working collaboratively and participating in activities with others
- Overcoming obstacles
- Appreciation of the Arts in the development of a culture and a society
- Appreciation of the "beauty of mathematics"
- Drive for achievement
- Satisfaction in accomplishment
- Appreciation of the place of all disciplines in the wholeness of the educated person
- Honesty and integrity
- Appreciation for the presence of English, French and other languages as integral elements of Canadian life

ISSUE 3: CORE CURRICULUM**Comments on proposed direction:**

- The System likes the idea that the characteristics of the learner should determine the essential components of core curriculum and that the core meets societal expectations. It builds on previous knowledge and development (Formative Years) and extends and introduces new areas for growth (Specialization Years).
- We are concerned that these new competencies do not become a stepping-stone to province wide testing.
- Competencies will have to be consolidated. Much programming in Grade 9 is based on the assumption that pupils from various feeder schools arrive with similar skills—in reality they do not. Each Grade 9 teacher needs to know developmental guidelines for adolescents including specific characteristics of that age level.
- Essential competencies should include an examination of the process of learning.
- Quality and excellence must be emphasized.
- The overriding difficulty at the present time is that program is delivered in two different buildings (Middle and Secondary) by staffs with different training, different collective agreements and different support resources. In spite of the fact that there is a move toward more positive transitions, a great deal still needs to be done.
- Restructuring of education, the development and delivery of a core curriculum requires in-servicing and training of all educators *before* implementation.
- The core elements for curriculum arising from (a) developmental needs, (b) a continuity with the Formative Years curriculum, and (c) the principles of gender, race and ethnocultural equity ought to result in a reconfiguration of content, skills and attitudes that have a whole new appearance and especially sets out instructional strategies for effective learning.
- In summary, what is needed in a core curriculum is something radically different from the configuration currently forming our framework of reference. A paradigm shift is needed to refocus on how learning takes place for transescents rather than on what is to be learned. A conscious and deliberate plan of instructional action to permit the joy of learning, a sense of self, a confidence in thinking ability, and success in solving problems and making decisions is a direction which the core curriculum description should take.

3.1 How should the essential knowledge, values and skills of a core curriculum be described?

Majority response: Option 3.1(g)

- Option 3.1(g) is seen as the ideal; however it should be modified to include

Option 3.1(g)

The provincial core curriculum policy should include:

1. Cross-curricular learning, in which thinking processes, literacy, numeracy, communication, independent learning, personal and societal values and technology are taught in all subject areas.
 2. Learning about self, family, community, society and physical environments including social and Canadian studies, guidance, family studies, business and economic concepts, health, physical education and science.
 3. Learning and communications, which include mathematics, language arts, French as a second language, English as a second language and English skills development.
 4. Learning in the arts (dance, drama, music and visual arts).
- To achieve 3.1(g), it would be necessary to go through the following process:
 1. Determine the essential learning competencies and outcomes in terms of agreed-upon values, knowledge and skills which will address the needs of the transescent [as in 3.1(e)].
 2. Create subject-based growth-stranded core learning continua in terms of subject knowledge, skills and values [as in 3.1(f)].
 3. Match the outcomes against the continua. Where they intersect and complement each other will determine the core curriculum.

Option 3.1(f)

- Some support. This is seen as a beginning point for change with a gradual shift to 3.1(g). Subjects must be taught by specialists with minimum time frames.

Option 3.1(e)

- The usefulness of descriptions of essential competencies must be based on how students learn. A focus could be placed on a core of expected outcomes at the completion of the Transition Years. Implicit in the premise behind this proposal is the recognition that skill development involves a cognitive aspect, therefore core subject knowledge shouldn't be lost.

Option 3.1(h)

- An alternate framework for organizing core curriculum could be based on the framework presented in *Getting It Right*, which presents curriculum themes based on the intersection of early adolescent and social concerns.

3.2 What additional components of a core curriculum should be considered for French-language schools?

Option 3.2(a)

- Option 3.2(a) is acceptable since its thrust is to rationalize and bring simplicity to a very complex, therefore, misunderstood base.

3.3 What kind of curriculum documents should the Ministry of Education develop?
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Option 3.3(a)

- Both of these policies have been tried and proven to work effectively. They provide guidance and help and lead to second generation documents that are useful in the classroom. Schools are able to adjust for local community variations and needs.
- We strongly agree with 3.3(a) and these comments are recommended to facilitate 3.3(a):
 - consider other formats (*e.g.*, video, computer based)
 - computer disks or print-out of curriculum and materials available so selection can be made. What we need/what we want to use can easily be updated or revised using this format.
 - the policy documents and support documents should be given simultaneously in order to provide a check on the practicality of the philosophy of the policy document.
 - use documents for a reasonable period of time.
 - integrate the resources of boards, Ministry, and publishers to avoid costly overlap.
 - cut down on the number of all-teacher distribution of documents; sample-copies-only—teachers could be “faxed” copies they choose, adopt a “borrower” program.
 - implementation and development are both important.
 - also needed are processes for implementation—“how to” as well as “what.”
 - Ministry commitment for resources (people, money, in-service time).

3.4 How should the curriculum documents be developed?

- No general consensus.
- Some support for 3.4(a); however, there is a concern that it could lead to provincial exams.
- Some respondents selected 3.4(b)—boards could meet local needs.
- Some respondents recommended combining 3.4(a) and 3.4(b).
- Some support for 3.4(c); allows for purchase of documents from other provinces/countries and local initiatives.

Other comments:

A Ministry of Education search for exemplary programs and instructional practices in subject areas should occur, followed by the Ministry contracting boards to make video-taped documentations and written in-service plans in order to make the findings available as support "documents" all over the province. Exemplary models of cross-disciplinary planning should be available to all boards.

3.5 How should Technological Education be included in the Transition Years core curriculum?

- Equal support for Options 3.5(a) and 3.5(c).

Option 3.5(a)

A typical response: We appreciate the growing importance of research and development to enable Canada to maintain its leadership. The only way to ensure this is to use Option 3.5(a). Technological education cannot be optional.

Option 3.5(c)

- Canadian industry needs to be prepared to shoulder more responsibility.
- Courses in Grade 7, 8, 9 should not be specialized.
- Introduce components of technological education in the Formative Years and develop further in the Transition Years. Develop a problem-solving approach.
- In-service and staff development should be on-going. Strong support in secondary for two strands: for preparation for life and preparation for work.
- Technological education needs to be defined. A broad definition of technology could include: media, computer design, extended media, photography, computers (hardware and software), technologies found in the home, and technologies found in the Arts.

ISSUE 4: ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT DURING THE TRANSITION YEARS

Comments on Proposed Direction:

- There is no doubt that, as a group, teachers would endorse the entire direction. However, we must ask, in a less than perfect world, how are we going to implement the idea?
- Our major concern would be a need to in-service all of the constituent groups: students, parents, teachers and employers. The in-service would not involve just the mechanics of measuring success, but an understanding of the meaning of evaluation of the individual.
- The rate of change should vary according to the needs of the constituent groups.
- A knowledge of what will come in the Specialization Years is necessary to help determine what students will need in pre-requisite learnings.

4.1 Teacher/school board responsibility

- Combine the three options.
- School boards and teachers should ensure the use of a variety of diagnostic assessments and evaluation instruments that are sensitive both to language and to cultural backgrounds. The information provided by these instruments should be used to modify student programs in the Transition Years. School boards should strive for increased co-ordination and coherence in assessment strategies for students throughout the Transition Years. To report student progress, school boards should design reporting mechanisms to provide accurate and detailed information to students, other teachers, and parents, that can be used to design educational plans during the Transition Years and beyond.

4.1.1 What criteria should be used to promote students to programs in the Specialization Years?

- a. Successful demonstration of "core" curriculum including knowledge, skill and affective objectives
- b. The ability to demonstrate that students have the required skills to continue (Tested using a variety of strategies.)
- c. Some measurement to indicate that students have the social and emotional readiness to continue

4.1.2 What assessment strategies should be used to determine students' progress through the Transition Years and into the Specialization Years?

- forms of diagnostic, formative and summative evaluation
- peer and self evaluation including reflection and process evaluation
- aptitude testing
- interest testing
- mastery learning

Assessment strategies should meet the following criteria:

- balance of product and process
- balance between self, peer and teacher
- objectives-based
- reflection of the nature in which the knowledge, skills and attitudes were taught
- a design to address learning styles

Specific assessment strategies such as those below should be adopted:

- observation
- conferences
- checklists
- journals
- oral tests
- written tests
- demonstrations
- portfolios (a record of progress)
- presentations
- other strategies which promote independence in learning

Policies regarding assessment/evaluation strategies must be developed at the school level with input from students, teachers and parents. Teachers should concern themselves with the "whole student" and his/her progress "across the curriculum."

4.1.3 What kinds of information should parents/guardians receive about students' progress during the Transition Years?

- Respondents clearly favoured anecdotal report cards with marks. The cards should outline strengths and areas of concern clearly and honestly. They should suggest practical and specific strategies to be used to help in areas of concern. It will be critical to in-service parents about the developmental stages of the children. All the reports will have to differentiate between affective, skills, knowledge components and social skills.
- Reporting should be frequent and on-going and invitational to parents to provide input.

4.2 Provincial responsibility: Benchmarks

Comments on Proposed Direction:

There is general consensus that the use of benchmarks is possible. However, concerns were expressed about the nature of benchmarks and their implementation.

- Teachers worry about the danger of provincial testing.
- Will boards be evaluated on the basis of results?
- Certainly, a clear definition of benchmarks is needed.
- How will benchmarks be determined for the affective domain? (including attitudes, values, and social interaction skills)
- An overriding consideration was that the notion of benchmarks are philosophically incompatible with the rest of the document.
- It will be necessary to define "other stakeholders."
- Teachers were concerned that they be included in the development of benchmarks.

The word "accountability" is mentioned in third bullet of concerns identified—surely, it is a main thrust of the whole document and the Ministry should be much more "up front" about it.

4.2.1 Should benchmarks be identified at the end of the Transition Years?

- Although most respondents favour Option 4.2(b), there is disagreement about how the results should be used. Some want them to be tied into the criteria for promotion to the Specialization Years.
- Parents should be aware at all times of the criteria and how they affect course selections for the Specialization Years.
- Others stated emphatically that results from benchmarks should be used only as a basis for planning and reporting in general terms.
- Many questions were raised:
 - Who generates benchmarks?
 - Who defines them?
 - Who administers them?
 - How will the achievements be measured?
 - ...by teachers?
 - ...by teachers and students together?
 - ...by the province?
 - Will they be based on “subjects” or stages of growth in general terms that cross all subjects?
 - Does the concept of benchmarks contradict the philosophy of child-centred learning?
 - Will benchmarks take away creativity from teachers and students—the ability to explore without fear of failure?
 - Is process thrown out for the sake of product?
 - Can benchmarks be used to modify program for exceptional students?

4.2.2 What should be the government responsibility for reporting to the public about expectations and outcomes in the Transition Years?

- Parent education is paramount and must be included in the implementation of any changes.
- The government is entirely responsible for reporting to the public the directions that the local authorities choose to fulfill their mandate.
- Teaching federations should collaborate with the government in this process.
- Outcomes, expectations, and methods of evaluation should be determined by professional educators—not politicians.

ISSUE 5: SCHOOL ORGANIZATION

Comments on Proposed Direction:

The System likes the idea of closer links between Grades 8 and 9, and feels that a better bridge between Grades 7, 8 and 9 might be accomplished with school organization that allows students the opportunity to relate to a limited number of teachers for extended periods of time. This could also tie in with the home base (advisor/advisee) system which is presently in place in many Hamilton middle schools. Such a system would be beneficial for Grade 9 students as well. However, the present school day is not long enough to allow for adequate time for a home base program and eight 110-hour credits.

One concern is with students who now take basic level courses in Grade 9. Presently, these students benefit from the smaller class size and remediation strategies used in basic level programming. With integration and destreaming, they might suffer "social and/or academic frustration." They might well be lost in a homogeneous group. This would not make their instruction more personalized.

NOTE: There must be provision for the students' needs in basic level program which cannot be ignored to their detriment through destreaming.

There must be an intense effort to in-service teachers to help them diagnose, plan and teach all need levels in a single classroom.

Destreaming will be a major change in secondary school education. Many teachers must be taught, in relevant, practical ways, new methods of diagnosis, program delivery, content delivery and modifications in order for the program to be successful.

5.1 How should the school day be organized to allow for flexible groupings of students and more personalized instruction?

The majority of respondents favoured a combination of Options 5.1(a) and 5.2(b). There was overwhelming consensus for the need to increase rotary time gradually from Grades 7–9.

There was also support for local control of organizational issues based on student needs and the resources of local school boards.

Many teachers expressed concern that contracts with federations would need to accommodate practices which arise from the philosophy of this document.

The following points are other proposed options related to 5.1(a) and 5.2(b):

- Timetable flexible blocks of time to achieve smaller groups.
- Maintain a full set of subjects for all students.
- Provide an organizational base for pupils through an advisor/advisee program.
- It is critical for this level that schools be staffed with a full range of “subject experts” who possess the knowledge, skills and values in their subject to help develop cross-disciplinary connections while retaining the integrity of each discipline.

Following are examples of organizational structures that represent RADICALLY different points of view in our system:

Example A:

- Starting with partial rotary in Grade 7 (1/2 day) there should be a natural evolution to full rotary by Grade 9.
- In Grade 9, a block of students could move as a group for core material (taught by specialists) and split up for electives.
- The school day should NOT be structured to allow small teams of teachers to plan and work together to teach the core curriculum to a group of students—DISAGREE with 5.1(a).
- Specific periods of time should be set aside for the teaching of particular subjects including mathematics—DISAGREE with 5.2(b).

Example B:

- Suggested time breakdown: 50% of time in H.R. class
50% of time in Rotation
- If destreaming is continued, we recommend increased amount of time in rotation for Grade 10.
- Organize the timetable so that students can:
 - get adjusted to rotation schedule gradually;
 - experience stability with a variety of classes;
 - experience a continuation of teacher–student bonding as maturity level increases;
 - be paired according to varying abilities to help each other;
 - be given the opportunity to work independently if this best fits their learning needs;
 - have home room teachers be their mentors.
- Apart from home room time and teaching time, 15 minutes a day should be spent on “coping strategies” where some direct instruction is done. Examples of some topics to be discussed are:
 - timetables
 - lockers/locks
 - school rules and expectations;
 - high school life: time management, socialization issues, the Guidance Department, setting goals, post-secondary goals, educational services and its excellent tutoring facilities;
 - study skills/learning strategies;
 - tests and exams;
 - assignment completion;
 - language across the curriculum.
- Because Grades 9 and 10 are exploratory years, students should be encouraged to sample a wide variety of electives. One way for this to be accomplished would be to offer electives as half-semester courses of which all or most would be mandatory.

Example C:

- Space and time in schools should be organized around learning centres which reflect the core curriculum—providing the utmost flexibility for all resources (especially the teacher resource).
- A radically different perspective in organization is required to take advantage of various blocks of time and space to better serve the adolescent learner.

ISSUE 6: SCHOOLS OFFERING SPECIALIZED PROGRAMS

Comments on Proposed Direction:

Decisions must be made at the local level so that they can plan with local resources. There is no general agreement on whether there should be specialized schools.

Some feel that there should be no specialized schools but a specialized program should be offered within the schools; some feel that there should be a specialized school (e.g., basic level) on a campus with a composite school, but the program should not start until the Specialization Years.

6.1 Should students in the Transition Years have access to specialized schools and programs?

There was general support for specialized programs in order to meet the needs and interests of certain students.

A general description and profile of such students would include:

- Students who reject regular classroom settings
- Slow learners who need a life skills course or individualized programming
- Reluctant learners
- Students who have social and behavioural problems
- Students behind in basic skills
- Students with special talents
- Native and French students
- New immigrants, ESL/ESD

The aim for many is to integrate them into regular programs if possible.

There is support to retain specialized schools for basic level education in Hamilton.

Of maximum importance is the need for a link between, and opportunity for movement between, various types of schools and program; i.e., an OSSD diploma could have credits from vocational (specialized schools) and composite schools, therefore meeting individual needs and providing flexibility and reducing the stigma of vocational schools.

6.2 How should extended and Immersion French programs be accommodated in the context of the core curriculum?

Consistency of expectations is needed throughout the Transition Years whether the instruction is provided in French or in English.

In the context of core curriculum, immersion/extended French students should have access to any number and combination of subjects (other than English) taught in French. The core curriculum must be such that students in French Immersion programs can maintain at least 50% French involvement in their instructional timetable. Staffing is a critical consideration in this regard; *i.e.*, the core curriculum experience must respect teachers' subject qualifications for instruction in French.

ISSUE 7: EXCEPTIONAL STUDENTS**Comments on Proposed Direction:**

- There was general agreement across the system for the proposed direction.
- This approach will assist those students who are not identified through the IPRC process.
- This direction supports an integrated approach for instruction, which has many benefits including the development and maintenance of positive self-image.
- One respondent fails to see how an appropriately developed core curriculum, addressing individual needs, with strict attention to support material and personnel, could possibly discriminate against any student regardless of exceptionality.

7.1 What support should be available for exceptional students during the Transition Years?

Support must be available for all the needs of exceptional students. Suggested forms of support:

- Guidance counsellors to work closely with staff and students
- Well-trained, knowledgeable Learning Resource Teachers (LRT) who have a wide knowledge of curriculum
- LRT who works with students in the regular class setting and doesn't always withdraw students
- Educational Assistants to assist in the classroom where needed to effect integration
- Transition or intake team in each school to ensure continuous service across schools
- Appropriate physical facilities
- Training/in-service for all staff in modifying programs appropriately, developing effective program, delivery strategies and in modifying evaluation techniques
- Support systems and persons who can provide support and guidance not only to the student but also to his/her parents and to the teaching staff

- A team approach among the staff to be sure that all involved teachers are aware of and know how to implement the necessary program modifications. Staff in-service regarding program modification is necessary. Inter-visitations among divisions are essential
- Self-contained setting—when appropriate. A resource room should be available if withdrawal is necessary for modification
- An appropriately staffed in-school program as an alternative to suspension and expulsion
- Provision should be made for individualized/modified programming at both elementary and secondary school levels for all students
- A variety of assessment strategies should be used to meet the needs of all students from intellectually and physically challenged to the gifted
- The services of Social Workers, School Psychologists, Psychometricians, Educational Assistants, and Youth Care Workers should be continued where needed
- All secondary school personnel should be encouraged to liaise more closely with their elementary feeder schools
- Exchange of curriculum between secondary and elementary schools should be encouraged
- A clearly articulated Diagnostic and Assessment process is needed with accompanying staff in-service

ISSUE 8: STUDENT SUPPORT SERVICES

Comments on Concerns:

It is generally believed that a balance must exist among guidance (career) counselling, educational planning and personal counselling, with access to community and Board support services for students and families. The words "shift in focus" should read a "balance in focus."

Middle and secondary guidance counsellors should develop jointly a mission and vision statement for guidance and transition years.

The System has some concerns about guidance services being driven by the economy. There are also other changes and social trends which must be reflected, such as multiculturalism, new technologies, varying family constellations, and the necessity for global awareness. Guidance services, in collaboration with teaching staff, must address all student needs so as to enhance their total well-being.

In addition to supporting the French-language population, there is a need to increase services to the students of our many multicultural communities. Specifically, multicultural counselling needs to be provided in many of our schools.

Although peer influence is generally very strong for early adolescents, parents continue to be the strongest influence in the area of educational and career planning, and should be included.

Comments on Proposed Direction

Although career counselling and educational planning are important aspects of a Guidance program, there is a continuous need for student support through personal counselling and for a school-based qualified counsellor to respond to this. Although referral to a community agency is appropriate for long-term counselling or for students who are at risk, these agencies have the mandate and resources to respond only to high-risk clients. There is, therefore, a need for a trained counsellor, preferably a resident of the school community, to provide counselling to those students who do not qualify for referral, but are in need of support and assistance. This same counsellor is required to identify high-risk students to make referrals.

Secondly, personal counselling is an integral part of a career and educational development process. Dr. Alan King, in *The Good School*, states that career education includes the definition of personal values and goals. Knowledge of oneself and how one relates to others is information vital to the career development plan.

Guidance counsellors note that, while a shift from personal/social to educational and career counselling is proposed, there has been a withdrawal of Ministry support for these programs. Abandonment of "After 8," the "Job Search Skills Program," "S.G.I.S." and "Choices Jr." has divested schools of effective strategies for implementing a career education program in the Transition Years.

Whereas the provision of adequate support services for the adolescent learner in order to provide significant emotional support is an identified concern, a shift away from personal counselling is proposed. This would appear to be a contradiction.

Career counselling is low-priority in Grade 7, 8. It should be left to the Specialization Years. The program in the Transition Years should be exploratory. Students can be taught about the existence of various careers, but it is too early to choose one.

8.1 Career and Educational Planning

8.1.1 How should schools ensure appropriate career and educational planning for students in the Transition Years?

- It was the overwhelming consensus that the ideal would integrate several of the options. The career program should be very general and broad enough to generate a variety of career possibilities.
- Career and educational planning should encourage both flexibility and research in the process.
- It is important that career education be presented in a way that addresses the worth of any career choice, and so avoids the stigma attached to many non-academic avenues.
- It was suggested that each Guidance Department should have a subject teacher designated as a liaison, with a guidance assignment.

8.1.2 Who should have the major responsibility for career counselling and educational planning for students in the Transition Years?

- The entire staff should share this responsibility in order to help students appreciate the relevance and the career opportunities of individual school subjects, with a Guidance Counsellor as co-ordinator.
- There should be a collaborative approach to a career education program which would give all students opportunities for involvement with the community. The responsibility should be shared by teachers, guidance counsellors, co-operative education staff, parents, business, and industry. [Option 8.1(e)]

8.1.3 What should be the role of the guidance staff in the Transition Years?

Guidance staff should provide invaluable personal support and counselling. Research has indicated students' desire for immediate access to a counsellor. A school-based guidance counsellor provides this availability—a community agency in most cases cannot. The school counsellor can respond to low-risk counselling needs and provide assessment and referral for high-risk students. Administrators and staff frequently consult counsellors regarding personal needs of students.

It is important to provide opportunities for career and group counselling. The school counsellor also understands the school climate and culture in a way which an external counsellor cannot. Because of an on-going association with students, the school counsellor can provide continued support during the students' connection with a community agency, and continue to monitor the student when that connection is terminated.

Social relationships are of paramount interest to the early adolescent, as s(he) struggles with personal identity and peer pressures. The guidance staff can assist students, through counselling and instruction, through these turbulent years.

Guidance staff can act as advocates for students and provide support for them as they deal with teachers, parents and administrators. Counsellors tend to perceive students in a holistic way, and consider the personal, social and educational factors. In this respect they are also in a good position to monitor student progress and consider all aspects of a child's development.

The guidance staff should provide leadership to the career exploration and educational planning process. They will co-ordinate the program and act as liaison with the other partners, such as parents, teachers and industry. As a member of the school staff and the educational community, the counsellor can provide a link between education and post-secondary experiences. As someone who specializes in the career planning process, the counsellor can assist students in the synthesis and analysis of the data collected from these varied sources. Thus, although others would be involved in career exploration, only the trained counsellor would provide career counselling.

Staff needs to ensure that students have a realistic awareness of skills they possess, skills required for specific careers, what educational and career options exist, and where the options lead.

Guidance technicians should be trained to undertake the clerical and administrative tasks now done by counsellors, thus freeing the latter to deliver a more effective career education program.

8.2 Personal and Social Counselling

8.2.1 What kinds of programs and services should exist to provide support for students in the Transition Years?

Hamilton educators saw problems with both options.

Option 8.2(a)

The support provided by other Ministries and agencies should supplement the counselling and support provided by a trained school counsellor. The school counsellor would also do assessments and make referrals to these agencies. To rely exclusively on outside agencies for the personal and social counselling of students will not ensure equity of access to service.

Funding to social services needs to be increased so that there are sufficient staff to meet the personal counselling needs of students and their families where long-term and/or high-risk counselling is required.

Instructional programs delivered by guidance counsellors and trained teachers can also provide personal and social support for students, when the focus is on self-knowledge and relating to others.

Option 8.2(b)

Since students in the Transition Years are experiencing such emotional turmoil themselves, it is unrealistic to ask them to counsel others.

Peer helpers can be trained, however, to assist their peers to cope with or seek help for their problems. Peer helping is only a supplement, not a replacement for professional, personal and social counselling. Peer helpers must be trained and carefully monitored and supported by trained counsellors. If school boards are promoting peer support programs, the Ministry should have clear guidelines for the training and function of these groups. In-school staff who train peer helpers must be given scheduled time for the design and implementation of these programs.

Kinds of programs and services that should exist:

- advisor/advisee programs, especially cross-grade
- career centres
- supervised lunchroom programs with proper numbers and facilities
- community police officer who could work with the school
- community workers within schools
- business and industry links (Junior Achievement, job shadowing, Industry Education Council)
- parents in the schools

8.2.2 How should programs and services for personal and social counselling be organized and delivered for students in the Transition Years?

8.2.3 Who should assume the major responsibility for personal and social counselling for students in the Transition Years?

8.2.2 and 8.2.3

Guidance counsellors should continue to provide the preventative support which diminishes the need for crisis intervention. When a crisis response is required, the school counsellor can make an assessment and referral to appropriate support services or community agencies.

The school counsellor is the case manager or co-ordinator who has the skills to assess the personal and social counselling needs of students. Adequate resources within the school and the community should be available to support a continuum of assessed needs. The school counsellor should have the major responsibility for running support groups and peer helping groups, and for providing short-term personal counselling. Community agencies should provide long-term personal and social counselling, and individual and small group therapy and treatment. The school counsellor has the responsibility for continuing to support the referred student during and after treatment.

Suggestions for implementation:

- Access social and community people as resources (professional)
- Provide flexible periods for necessary guidance instruction (*re* program)
- Make available individual and group counselling (stressing group)
- Implement school-wide themes
- Utilize advisor time for specific guidance needs
- Introduce an advisor program into Grade 9
- Offer long-term counselling for special needs

NOTE: Care should be taken that support systems should not become too intrusive so that the rewards of being independent and responsible for choices are a far greater benefit to individuals in the real world.

ISSUE 9: COMMUNITY INVOLVEMENT

Comments on Proposed Direction:

The system strongly supports the proposed direction.

The purpose of these partnerships should be to collaborate on designing programs to meet specific community goals.

9.1 How can the community enhance learning opportunities for the students in the Transition Years?

Parents have more influence than any other group on their children's educational and career decisions. Schools need to make use of this resource by involving parents in their children's career planning process. School counsellors may need to assist parents by making them more aware of the educational and career decision-making process. They should also give relevant information to parents; *i.e.*, labour/market trends, and employability skills.

A school counsellor should be available one night per week to be visible and accessible to students and parents. The counsellor would be compensated with lieu time, and/or a flexible working schedule.

Partnerships with various segments of the community should be enhanced:

- Programs such as Co-operative Education and Job Shadowing provide current career information.
- School-based personnel will be required to co-ordinate both formal and informal partnerships
- Other programs could include professionals from the Arts in residence, outside coaches, parent volunteers, experts in the community for elective and exploratory programs, video marketing of schools made available to employers and real estate agents, discounts from community stores for students who meet community criteria for excellence, and pass cards for senior citizens so that they can use the school.
- Students can be encouraged to donate their time and energy to the community; *e.g.*, entertain seniors; decorate local stores; clean up litter as well as become involved in other environmental activities; get involved at recreation centres and other community facilities; take responsibility to report vandalism, *etc.*

ISSUE 10: TEACHER PRE-SERVICE AND IN-SERVICE EDUCATION

Comments on proposed directions:

Pre-service and in-service must provide opportunities for:

- greater exchange of teaching assignments between panels (across the Transition Years)
- more frequent visitation and communication by teachers between the two panels
- considerable training in strategies for teaching de-streamed classes

Pre-service should also include:

- familiarity with concepts of development from childhood through to adulthood
- awareness of the effects of societal problems on the learner
- a more pronounced "internship" program, with longer teaching periods for student teachers
- competency in educating at all levels

There is a significant number of references to in-service needs throughout the Consultation Paper. Included are:

- core curriculum and its implications (p.8)
- implementation of curriculum (p. 10)
- developmental stages (p.8)
- evaluation and stakeholder involvement; e.g., employers and parents (pp. 12, 15)
- the roles and relationships of various agencies, including the Ministry (p. 10)
- its responsibility for generating and purchasing support materials (pp. 11, 15)

Separation of elementary and secondary teacher training is not consistent with a document that proposes the entire restructuring of education in Ontario.

10.1 How should teacher education be restructured to assist teachers with the changes in the Transition Years?

Our response has been divided into pre-service issues and in-service issues.

The pre-service issues have been identified and divided into the following sub-issues:

- A. Criteria for admission to teachers' colleges.
- B. Program suggestions for teachers' colleges.
- C. Items also mentioned.

A. Criteria for Admission

It is strongly felt by most respondents that since high academic scores do not necessarily translate into better teaching ability, admission boards need to find a balance between academic standards and interpersonal and affective skills.

It is also widely noted that, without discriminating between one sex or the other, Admission Boards should endeavour to encourage a balance between the sexes in candidates at teachers' colleges.

Many respondents recommend a four-year teaching degree with the final year being an apprentice year. (Check McGill, Waterloo, and Lakehead programs.)

It is recommended that the Ministry should encourage culturally-fair admission processes. For example, in reference to Option 10(d) *re* teacher apprenticeship programs, the intent to facilitate the entry of groups, *e.g.*, Native Peoples, has some support. It is agreed that role models from various ethno-cultural and racial backgrounds are needed to reflect Ontario's cultural diversity. However, other respondents view this a "reverse discrimination."

B. Program Suggestions

Generally, it is felt that there needs to be consistency in all provincial teachers' colleges with respect to their approach to teacher education. (Ideally, moving from students' needs, to learning theory, to methodology.)

In terms of specific recommendations for programming, it is widely felt that developmental learning theory should be stressed as teachers' college candidates see the rationale for using, for example, concrete operational teaching methods in middle schools. Equally emphasized is the desire that teachers' colleges address the following program needs:

- a) active learning (should be modelled as well as taught)
- b) partners in action (a necessary component of curriculum)
- c) identifying the nature of transescents (in order to meet learner's needs)

It is pointed out that there needs to be opportunities for teachers' college candidates to observe exemplary teachers/programs that deal with transescents. (They need to get the "whole picture.")

Related to this last point, student teachers should be assigned to a school for a large block of time in order to develop a variety of learning experiences and work with a mentor. Teachers' colleges should in-service present classroom teachers who mentor candidates from teachers' colleges. Perhaps a provincially certified mentoring program could be established so that the expectations of both the college and specific boards of education are clear. Teachers' colleges should plan specific learning outcomes for each block of time that their candidates are in a particular school.

It is highly recommended that candidates in teachers' colleges have on-going involvement in practice teaching in the first year of their three- or four-year course. This will give them a clear understanding of what the role entails and an option, if they wish, to discontinue the program. It is advisable to leave the practical application until the apprentice year.

Options 10(e) and 10(f) were felt to be crucial by most respondents.

In-service Issues

There is an overwhelming consensus in Hamilton that in-service with teachers, parents and administrators should address a rationale for change in order to increase the possibility for successful change.

To overcome resistance to change and encourage the "entrenched teacher", the following motivational schemes to participate in in-service programs are suggested by respondents:

- A financial reward should be given to teachers for participation in in-service
- All in-service should be cost-free
- In-service should be mandatory
- Time off should be given for participation in in-service programs

The following program needs were identified for in-servicing:

- Active learning and co-operative learning strategies
- Grouping techniques
- Strategies for student-centred learning
- Learning styles
- Identifying transescents' needs as they relate to programming

Principals, vice-principals, etc., should receive in-service as well to help them become more effective instructional leaders of Transition Year programs.

Option 10(d) received a mixed response. Several respondents objected to a quota system.

Specific concerns were raised about the Guidance Specialist Course:

- The program should place more emphasis on career counselling models and practice, and on developing, implementing and co-ordinating a developmental career education program.
- There should also be a focus on the developmental needs of students in the Transition Years, especially in the social realm.
- Skills which are necessary for implementing group counselling and peer helping programs should be acquired.
- There is a need for consistency in counsellor education programs from one faculty to another.
- Applicants should have a minimum of two years experience, including a supervised practicum of 40–60 hours, before admission to the Specialist Course.

ADDITIONAL ISSUES AND OPTIONS

Mathematics: The Heads and Assistant Heads of Mathematics in the Board of Education for the City of Hamilton have formally discussed the document *The Transition Years: Guide to Discussion and Response*.

There were several overriding concerns expressed during their deliberations and it was the wish of the membership that these be addressed as preliminary comments/concerns. They trust that these will be given serious consideration.

1. Destreaming

We do not feel that destreaming will be beneficial in mathematics. When students arrive in the secondary school they may be functioning anywhere from a Grade 5 to a Grade 9 level in mathematics. These tremendous differences in competency cannot be reasonably addressed in one classroom. (It should be noted that many students from outside Canada arrive in our schools with mathematical knowledge at a level below Grade 5.)

In our opinion, destreaming will not decrease the drop out rate in mathematics and will not increase self-esteem. It will do just the opposite!

There is no evidence, to our knowledge, that destreaming is desirable in mathematics.

2. Attainment of specific mathematical knowledge and skills

The overriding criterion in deciding the level a student should go into in Grade 10 (what you call the beginning of the specialization years) is the attainment of specific mathematical knowledge and skills.

3. Curriculum organization by subject.

The knowledge and skills referred to above should be taught by mathematics specialists. Grade 9 may be the first time that some students will have the benefit of instruction by a mathematics specialist.

Business: It is important for students to learn about our economy and the role business plays in their community. It is important for them to explore the nature of the profit motive in our economy. It is important for them to develop consumer-awareness concepts in a mass-media society. Business concepts should be an integral part of the core curriculum in Grades 7-9.

Drama: There must be a continuum:
Formative → Transition → Specialization
There must be interfacing
Formative ↔ Transition ↔ Specialization
Drama should be included as a strategy across the curriculum.

Guidance: 20 hours which is in Grade 7/8 should be in addition to Grade 9.

Visual Arts: The general public does not understand the purpose of the Arts Education; therefore, goals must define art relevance other than as a leisure activity. Concern that the global context is too large—community and country needs should be prioritized.

One staff responded that they are not convinced of the philosophical premise which underlies the call for a change from the present system.

They comment:

- We believe that this school (once school system) does a good job now of facilitating the movement of students from Grade 8 to Grade 9. We are prepared to look at ways to further improve the transition.
- We don't see destreaming as a major issue. Some of our Grade 9 courses are destreamed already—some others could possibly be destreamed. However, we are against any destreaming of English and Math.
- We need clarification of the following:
 - a) Exactly what core program means
 - b) What additional support is going to be offered by the Ministry
 - c) What effect there will be on diploma requirements
- We need (besides a better budget for resources, equipment):
 - fewer administrators, more school control
 - improved public image!
 - reassurance that things will not change completely by tomorrow!
 - assistance to improve staff morale

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607-7070
TEL: (773) 936-5000
FAX: (773) 936-5001
WWW: WWW.CHEM.UCHICAGO.EDU
E-MAIL: CHEM@UCHICAGO.EDU

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MINUTES OF THE SPECIAL MEETING OF THE
DEVELOPMENT COMMITTEE1991 06 17

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also

Present: Trustees Baskin, Bishop, Hicks, Hill, Lowe, Mulholland, A. Stewart and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
N. Nicholls (Superintendent of Schools - Area 2)
P. Gillie (Superintendent of Schools - Area 4)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

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GOVERNMENT DOCUMENTS

Dr. Johnston called the meeting to order and explained the procedure for the meeting. He then welcomed the Chairs of the Action Teams who would be presenting a summary of the key elements in the various areas as identified and commended their efforts in the Program Department Strategic Planning Process.

BUSINESS ARISING OUT OF THE MINUTES:Program Department Strategic Planning [GENERAL]Overview of Work To Date/Critical Issues to be Addressed

Mr. Skidmore reviewed the progress to date with the Program Department Strategic Planning, stressing that the process involved the collaborative work of several groups of people, thus acquiring system-wide input, validation and development and providing ownership by the entire system.

With the three R's often used in a variety of circles, Mr. Skidmore said there are another three R's in terms of program and delivery of services to our young people and adults, i.e. restructure, redeployment and renewal. He said the audit process of the Reflections Paper clearly indicated the need to restructure certain elements of the organization relating to program delivery and this may be achieved through revisiting existing structures and determining the most effective way of delivering service. He added that related to reorganization and restructuring would be the need to carefully examine the existing roles and relationships within the system. Mr. Skidmore remarked that with the economic restraints prevailing in the education system, this Board will have to apply the principle of redeployment in order to maximize the use of its dwindling resources. In explaining the concept of renewal, Mr. Skidmore noted that, at the program level, renewal equates with a thorough analysis of the curriculum in order to prepare for the needs of the twenty-first century.

Mr. Skidmore stressed that the key implication of these three R's will be the need for significant training and retraining of staff throughout the organization.

Mr. Skidmore believed that the Ministry of Education and Hamilton Board initiatives related to the Transition Years, Specialization Years and the Secondary School Study Report will provide a forum for discussion with the parents, students, trustees and the community thereby promoting a spirit of partnership in the education system. To effectively address the issues identified with Program Accountability, he said valid and reliable data about performance, service and outcomes from all levels are required; hence a closer working relationship between the Program Department and the Research Department is essential to achieve the desired results.

In conclusion, Mr. Skidmore assured the members that the recommendations flowing from all the Action Teams in the Fall will be within a broader framework of restraint, sound programming and focused on meeting their respective mandates with fiscal responsibility.

permeating throughout the process. He added that the series of recommendations, with some form of costing included, may be expected to come forth from early September through the end of December. He then applauded all those involved, i.e. staff, various interest groups and community representatives for the excellent work done and still being done in relation to the Program Priorities for the 90's.

Action Team Workshops

The Committee moved to the Lower Auditorium for the Action Team Workshops.

Special Education Action Teams/Simultaneous Workshops [GENERAL/ELEMENTARY/SECONDARY]

In discussing the progress in the area of Special Education, Mr. Skidmore noted the significant degree of consistency with the findings of the Special Education Sub-Action Teams. He then reviewed the 14 common elements identified by the Special Education Sub-Action Teams.

Following the discussion on Special Education, simultaneous one-hour workshops were conducted to provide trustees with the opportunity to interact with all Action Team representatives, gain an overview of their work, discuss any concerns/issues identified and provide input.

The following Action Team Chairpersons participated in the workshop presentations: Ken Bain (Gifted Education), Joe Bjegovich (Senior Developmentally Challenged), Doris Boettger (DART/IPRC), Donna Calder (Compensatory Education), Barbara Howard (English As A Second Language), Wanda McLaren (Program Delivery Model), Don Oliphant (Behaviour Management), Bruce Mair/Ted Ophoven (Student Support Services), Gail Rappolt (Program Accountability) and Harry Traini (Alternative Education).

Mrs. Baskin appreciated the presentation on Program Accountability, particularly the profound questions posed by Ms. Rappolt. She considered it worthwhile to be critical not only in terms of education but also in most aspects of the system. Mrs. Baskin also expressed her appreciation for all the reports this evening and particularly the emphasis on community input and consultation in this undertaking.

In response to Miss Cunningham's concerns regarding the comments by each presenter that the classroom teacher needs support and the goal of better utilization of resource staff in the system, Mr. Skidmore assured her that the Action Teams are looking closely into the best use of our resources with the aim of avoiding duplication of community resources. The reports coming in the Fall will contain recommendations related to deployment and redeployment of personnel.

Mr. Skidmore, in reply to Miss Cunningham's question, stated that "school-based consultants" are one of the issues being examined but will require role definitions and re-definitions.

Ms. Donna Calder, Chair - Compensatory Education, clarified for Mr. Allen that this Action Team recognizes the importance of role models in the Compensatory Education schools in order to effectively meet the needs and challenges posed by the children at risk in this area. She advised that the Board is fortunate to have young new teachers with the natural abilities to relate and deal effectively with the disadvantaged students. Stressing that staff development plays an integral role in preparing teachers, she agreed that there needs to be a balance between new and experienced teachers in these schools.

Trustees Clarke and A. Stewart expressed their appreciation for the presentations. Mrs. Clarke empathized with the staff in coping with the changes coming into the system and hoped this could be dealt with with a minimum degree of stress level.

Mr. Korz referred to the issue of "Political Correctness" which is currently an item of discourse in the United States educational system. He wondered if the Hamilton Board is looking into the issue at this time.

Mr. Skidmore said he had some reading on the concept of Political Correctness but felt it may be premature for the Board to consider at this time. Ms. Rappolt added that some of the points she raised in her presentation on Program Accountability may relate to this issue but she agreed with Mr. Skidmore's views that this is not be a major issue for the Board.

Mr. Allen suggested the issue of Political Correctness may be addressed at a more appropriate time.

Mrs. Deans commended the Action Team presentations; she particularly appreciated the endorsement of community input and the neighbourhood school concept. She hoped, however, that the Early Profile concept will not develop the tendency to "label" a child throughout the learning stages.

In reply to Mrs. Hill's query, Ms. Calder said there was some discussion on teaching experience in Compensatory Education being a key factor in promotion. She added that other school boards, e.g. the Toronto Board considered this as integral to their promotion policies.

A parent representative in the audience, speaking in appreciation of the opportunity for community input, encouraged the trustees to listen. Having invested much time and energy in the Gifted Education Action Team, she stressed that the public will not speak out if they feel they are not being heard. She cautioned that the recommendations forthcoming will cost money in order to make the necessary changes.

Mrs. Baskin spoke in support of the concept of a "Case Manager" and suggested the Principal would likely be the best person for this role. However, she questioned the strategy for working with people in these positions who have rejected directions such as mainstreaming and integration, etc.

Mr. Skidmore replied that once these recommendations are endorsed by the Board they become policy and will bear significant impact and influence. Acknowledging that attitudes cannot be legislated, he expressed hope that sensitivity and awareness levels, as required, will be raised through meaningful, non-voluntary staff development. While there may be principals and teachers with reservations about these pending changes, he emphasized the outstanding teachers and principals who are supportive of and will welcome these directions.

In response to Mrs. Hill's concern, Mr. Skidmore expressed confidence that the Board, in its effort to be pro-active in promoting awareness relating to its strategic planning activities, will provide enough opportunities to reach out to the parents and the community as a whole; however, it will be up to them to respond and join in the dialogue.

Moved by Mrs. Hill:

That the Status Report of the Action Teams Related to the Program Department Strategic Planning Process - Program Priorities for the 90's be received for information. CARRIED

On behalf of the Action Teams, Mr. Skidmore expressed his appreciation and gratitude for the comments and input provided by the trustees as well as the community representatives in the audience. He also acknowledged the trustees' participation at the various work sessions and workshops conducted by these Teams. In conclusion, he applauded the support and confidence accorded by Mr. Rielly to all the staff involved in this worthwhile undertaking.

The Committee re-convened in the Board Room to consider the remaining Agenda items.

GENERAL

Adult and Continuing Education Action Team Report

Mr. Skidmore reviewed the key details of the Recommendations 33 and 34. In stressing the importance of Adult Education in this City, he noted that lifelong learning is embodied in the Hamilton Board's Mission and Vision Statements. He remarked the Board should have

responsibility with the adult learners in much the same way as it has responsibility to the young students. He added that his colleagues in the education field have expressed their overwhelming support for this proposed undertaking.

Moved by Mrs. Deans:

Global Recommendations (Recommendation 33)

That an Adult Learning Centre be established for the purpose of offering Adult Basic Education, English As A Second Language and General Interest Courses in the facility presently known as Briarwood Secondary School. Timeline: January 1, 1992

Mrs. Deans endorsed the concept of lifelong education.

Mr. Allen supported the motion noting that this is the fastest growing component in education today and encouraged the members to make a positive decision in this direction.

Mrs. Clarke supported the recommendation as she believed this will give tremendous opportunities for both the young and adult learners. She affirmed the need for this undertaking in this City and particularly the east end.

Mr. Skidmore clarified for Mrs. Hill that set-up costs will be minimal given the excellent condition of Briarwood Secondary School, including the furniture and equipment there.

Mr. Skidmore replied to Mrs. Hill that, with the approval of this recommendation, he hopes to establish an "advisory council" that will involve other Ministries such as COMSOC, Ministry of Trade and Technology, etc. He added that an inter-ministerial involvement is crucial to accessing potential seed monies that he anticipates will be available in the future.

Mr. Korz questioned if some of the cost recoverable aspect would come from the General Interest course fees.

Mr. Skidmore replied that this venture at Briarwood, if successful, will operate in excess of "cost recoverable". While not being able to predict the financial impact of the General Interests Courses, he offered to report back to the trustees the revenue that has been generated after a full year of operation.

Mr. Korz, suggesting that this was a program outside the Board's mandate, said he could not support this recommendation without knowing the extent to which the costs are recoverable.

Mr. Stockwell responded to Mrs. Lowe's question that it would not be economically feasible to duplicate the expensive equipment required for courses such as woodworking and auto mechanics at Briarwood when other composite schools can offer similar courses as part of their evening program.

Mrs. Lowe questioned the Briarwood program being cost recoverable with its focus on the ABE and ESL courses. Cautioning that the Board cannot keep implementing programs while hoping to cut twelve million dollars out of the budget, she suggested that at the very least this recommendation should be referred to the Budget Review Committee.

Mr. Skidmore confirmed for Mrs. Hill that the Briarwood program will not negate the access of adults to day courses within the secondary schools.

Mr. Skidmore, in reply to Mrs. Hill's question, confirmed that in terms of the Adult Basic Education and ESL program, the Board will operate with a substantial clientele as the need for these programs is there. The main focus of this undertaking will be the Adult Basic Education and ESL programs and, where space permits, consideration will be given offering the General Interest courses.

Mrs. Baskin, in expressing support for the recommendation, remarked that this proposal may provide foresight towards the Year 2000. She also expressed support for Recommendation 34.

Mr. Korz suggested there may be other ways of assessing the needs of the future.

Moved in amendment by Mr. Korz:

That Recommendation 33 (Global Recommendations) in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred to the Budget Review Committee. LOST

The motion was put to a vote and was CARRIED.

Moved by Mrs. Baskin:

Global Recommendations (Recommendation 34)

That an "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners. Timeline: January, 1992

Mrs. Bishop endorsed the motion and said the counselling and better documentation of educational records will greatly assist the adult learners in accessing educational institutions, e.g. colleges, universities in their pursuit for higher education.

Trustees Deans and Allen also supported the recommendation. Mr. Allen said this concept is necessary for the successful implementation of Recommendation 33.

The motion was put to a vote and was CARRIED.

Mr. Skidmore explained the key points of Recommendation 35 and clarified the necessity of the Administrative Assistant to attend to the business functions entailed by the program.

Replying to Miss Cunningham's question, Mr. Skidmore stated that the shift from the Consultant position to Administrator of Adult Centres does not represent significant change in the salary of the position. He noted that whether the position will be a ten or twelve-month appointment may have some implications but expressed reluctance to discussing this in detail as it relates to a negotiated position through Collective Bargaining. With respect to the new position title, Mr. Skidmore said the intent was to make the mandate clear that such position will encompass a broader scope of responsibilities.

The organizational chart included with the recommendation was explained by Mr. Skidmore, noting the changes made to ensure the clarity of each role.

Mr. Skidmore replied to a question that the position of Administrator of Adult Centres will not be posted as there is someone employed in the Consultant position now and a large portion of that job will continue under the responsibility of the Administrator. He reiterated that some of the responsibilities of the Consultant will remain with the new title but he emphasized that more extensive responsibilities will be incorporated into the new role.

Moved by Mrs. Baskin:

Global Recommendations (Recommendation 35)

(i) That the Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report.

(ii) Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities.

(iii) That the job of Administrative Assistant (non-academic) be advertised to replace the job of Co-ordinator of Continuing Education.

Timeline: Effective September 1, 1991

CARRIED.

Mr. Skidmore discussed Recommendation 22.

Moved by Mr. Allen:

General Interest Courses (Recommendation 22)

That additional daytime sites for General Interest Courses be established in the east end of the lower city. Timeline: September 15, 1991

Mrs. Hill, in reference on page 14 to "additional day-time sites", urged the officials to consider sites in the east end of the city.

The motion was put to a vote and was CARRIED.

Transition Years Response to the Ministry

Moved by Ms. Stewart:

That the Transition Years Summary and Document be approved as the Hamilton Board of Education's Response to the Ministry Consultation Paper for the Transition Years. CARRIED

Response to the Technological Education Consultation Paper

Moved by Mr. Allen:

That the Response to the Technological Education Consultation Paper be approved as the Hamilton Board of Education's Response to the Ministry Consultation Paper on Technological Education. CARRIED

Mr. Skidmore expressed his appreciation for the efforts of the staff involved with the Transition Years Response to the Ministry and the Response to the Technological Education Consultation Paper documents.

Mrs. Deans acknowledged the presence of Mr. John Henry, Science Co-ordinator, who would have discussed the Response to the Transition Years Consultation Paper had it not been for the lateness of the hour.

At this point, Dr. Johnston noted this evening to be the last participation of Ms. Rappolt at this Committee in light of her secondment to the Ministry of Education in September. The members acknowledged Ms. Rappolt's excellent performance in her capacity as Assistant Superintendent of Program (Curriculum) and offered their good wishes when she embarks on her new undertaking.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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*Minutes
of the*

SEPTEMBER, 1991

URBAN MUNICIPAL

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GOVERNMENT DOCUMENTS

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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DEVELOPMENT COMMITTEE

1991 09 05

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Ministry's Paper
2. Report of the Child Care Committee 10

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**MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 09 05**

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude and Cunningham.

Also

Present: Trustees Bishop, Hicks, Hill, Lowe, McWhinnie, Mulholland, Rogers and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
D. Skidmore (Superintendent of Program)
P. Gillie (Superintendent of Schools - Area Four)

Dr. Johnston called the meeting to order and asked for confirmation of the minutes.

Moved by Mr. Kennedy:

That the minutes of the last regular meeting of 1991 06 06 and special meetings of 1991 05 30 and 1991 06 17 be approved as presented. **CARRIED**.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

**Program Department
Strategic Planning**

Program Objectives

Mr. Skidmore distributed copies of the draft Development Committee 1991-1992 Planning and Tracking Chart (see attached revised copy). He recalled that the first recommendation in the Directions Paper document of the Program Department Strategic Planning process called for the Superintendent of Program to bring forward each Fall an annual plan outlining the program objectives for each school year. In presenting this report, Mr. Skidmore was hopeful he would be in a position to come back sometime in January or February and provide an update on the various program items. He stressed, however, that this would depend on the progress of the various Action Teams. He then discussed the chart in detail.

Referring to the Special Education Action Team on Page 3, Mr. Skidmore said a total report will be presented in December rather than piecemeal presentations, providing a more integrated approach to program delivery.

In conclusion, Mr. Skidmore expressed confidence the chart would provide the members with a sound tracking mechanism given the considerable effort from Senior Management in overseeing these program items. He added that as the various Action Team Reports are brought forward, revisions to this Chart will occur as required.

Mrs. Deans complimented Mr. Skidmore and his staff for their efforts in bringing this informative method of tracking.

Moved by Mrs. Deans:

That the 1991-1992 Planning and Tracking Chart, outlining Program Objectives (Program Department Strategic Planning Directions Paper), be received for information. **CARRIED**

**Adult and Continuing
Education Action
Team Report**

Mr. Skidmore reviewed Recommendations 5 and 6 of the Heritage Language Programs. Referring to Recommendation 5, he advised that the Board has received positive feedback from the community and the Ministry of Education on the quality of this programming.

Referring to Recommendation 6, it was stressed by Mr. Skidmore that availability of curriculum to support each language program, complemented by qualified teaching staff, is critical for the Board to maintain the integrity and quality of the third language credit programs that will lead to university credits.

Moved by Mr. Allen:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Heritage Language Programs (Recommendations 5 and 6)

(a) That the exemplary programming for elementary students be maintained. Timeline: On-going

(b) That the opportunity for secondary school students to obtain third language credits at summer school and/or night school be made available under the new Ministry of Education's International Language guidelines. Timeline: September 1, 1991

Acknowledging Mr. Skidmore's assurance that the requirement for integrity and quality of instruction is already implicit in Recommendation 6 and understood by the Action Team, Mrs. Deans expressed her preference to have this information reflected in the recommendation. Mr. Skidmore agreed to incorporate this information in Recommendation 6.

[Note: Recommendation 6 (b) above will now read "... under the new Ministry of Education's International Language guidelines and that the integrity of the program and the quality of instruction be maintained. Timeline: September 1, 1991"]

In reply to Mr. Allen's concerns, Mr. Skidmore assured him that the third language credit program (Recommendation 6) will be properly monitored for quality of the instruction, with the responsibility resting with the Principal of Adult and Continuing Education and the supervisor on site. He noted that program evaluation is part of the process reflected in the Global Recommendations of the report.

Mrs. Lowe expressed her reservations and wondered how the Province could afford these programs. She commented that offering these programs may be a wonderful "extra" at the expense of the taxpayers.

Mr. Skidmore noted the growing interest from the community towards these courses and advised that the programs are cost recoverable through the grant structure. In response to Mrs. Lowe's further questions, he offered to provide information relating to the number of students currently involved with these programs as well as how the Province has been addressing the issues surrounding these courses.

Mrs. Bishop supported providing credit third language studies at the secondary school level in light of the growing multiculturalism in the school system.

Responding to Mrs. Bishop's query regarding Native Indian History program, Mr. Skidmore advised that initial research findings revealed some interest and awareness; however, it was concluded that there are not sufficient needs to warrant offering the program at this time.

Mr. Mulholland supported the recommendations and expressed hope the Board will seek the needed expertise for these programs from the community from which these languages emanate. Mr. Skidmore confirmed that the Action Team will endeavour to take this direction.

The motion was put to a vote and was CARRIED.

Mr. Skidmore discussed Recommendation 9 of the Evening School Programs.

Moved by Mr. Kennedy:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Evening School Programs (Recommendation 9)

(a) That a day-time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or the course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.
Timeline: September, 1991

Replying to Mrs. Deans' question, Mr. Skidmore indicated that "appeals" to the Principal's decision will be through the Superintendents of Schools, in consultation with the Principal of Adult and Continuing Education.

Mr. Mulholland felt that requiring the principal's permission may be too restrictive, particularly in the cases affecting the student's career plans and suggested such a decision should be left to the student.

Mr. Stockwell advised that a key reason for adopting this measure is the fact that the school principals endorse the importance of monitoring students' study loads which, if not properly weighed, may jeopardize their day-time courses. He added that there are a variety of other reasons for the principal to review these cases.

Mr. Allen and Mrs. Lowe supported the recommendation and agreed with Mr. Stockwell's statement. Mr. Allen felt the recommendation was structured to reflect the best interest of the students.

Ms. Patenaude acknowledged Mr. Stockwell's views. She referred to the perception of some day-time students that the success or failure in their studies is correlated with a teacher's attitude

towards them. For these students, moving into night school is an alternative. She hoped the parents are also consulted during exceptional circumstances relating to taking night school credit courses.

Responding to Ms. Patenaude's comments pertaining to the students' perception towards the teachers, Mr. Skidmore assured the members that the Action Team will look closely into the integrity issue surrounding day and night schools. He added that a variety of teachers will be in place and other avenues explored in the hope of solving this dilemma.

The motion was put to a vote and was CARRIED.

Moved by Mr. Kennedy:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Adult Day School Credit Program (Recommendations 14 and 15)

(a) That adults be encouraged to take at least two credits concurrently. Timeline: September, 1991

(b) That opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings. Timeline: On-going

Mr. Skidmore highlighted the rationale of Recommendation 14 in clarifying for Mrs. Hill why the term "encouraged" is in the recommendation and assured her that it would not become obligatory.

In response to Mr. Mulholland's concerns, Mr. Skidmore noted that a student who takes two credits is deemed a full-time student relative to grant subsidies.

Although he acknowledged Mr. Skidmore's comments, Mr. Mulholland felt Recommendation 14 was unnecessary.

Mr. Skidmore explained further it is felt that many adults can in fact handle two credit courses.

Mr. Mulholland signified his intention to make a motion to delete Recommendation 14. When the Chair clarified that Recommendations 14 and 15 were on the floor, Mr. Mulholland, at Dr. Johnston's request, asked that the recommendations be voted on separately.

Moved by Mr. Mulholland:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be tabled:

Adult Day School Credit Program (Recommendation 14)

(a) That adults be encouraged to take at least two credits concurrently. Timeline: September, 1991 LOST.

Recommendation 14 was put to a vote and was CARRIED.

Recommendation 15 was put to a vote and was CARRIED.

Moved by Canon Rogers:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Correspondence/Self-Study Credit Programs (Recommendations 25, 26 and 27)

(a) That no Ontario Academic Credits be offered in this program. Timeline: Effective September, 1991

(b) That alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles. Timeline: Initial exploration of feasibility by March, 1992

(c) That adults entering this program be strongly encouraged to take a credit or half-credit in "Career Planning/Life Skills" under the Guidance 1984 guideline. Timeline: September 1, 1991

Mr. Skidmore clarified for Mr. Allen that the student success rate relating to these programs is virtually zero; hence, this is the main reason for Recommendation 25 (a) above.

Referring to Recommendation 26 (b) above, Mr. Skidmore advised that the Action Team will be bringing back information on how the Hamilton Board is pursuing this material and applauded Mr. Bob Harkness, Co-ordinator - Business Studies, for his efforts to date in this area.

Responding to Ms. Patenaude's request, Mr. Skidmore explained the concept of the neighbourhood composite secondary school vs. one of the adult learning centres.

Mr. Skidmore clarified for Mrs. Clarke that universities have mechanisms for processing the entry of adult students. He provided details on the nature of the required entry examination for these students. He noted that universities and community colleges are now facilitating accessibility for the adult learners to their courses.

Mrs. Bishop commended Recommendation 26 and was confident that the teaching materials from the Hamilton Board will be very useful.

Separate voting on each of the recommendations was requested by Mr. Mulholland.

Recommendation 25 was put to a vote and was CARRIED.

Recommendation 26 was put to a vote and was CARRIED.

Recommendation 27 was put to a vote and was CARRIED.

During the discussion of the Global Recommendations of the Adult and Continuing Education Action Team Report, Mr. Stewart

considered it appropriate to change the preparation timeline for the annual report (Recommendation 37) from April to February, i.e. prior to the Budget Review meetings. He expressed concern that any negative findings, particularly relating to economic viability, may impact on the budget; thus, he would prefer looking into the programs before the budget review deliberations. He wondered what will be the implication of this amendment to the recommendation.

Recognizing Mr. Stewart's views, Mr. Skidmore explained that the annual report will be the combination of both an overall assessment of the program implications and the provision of some financial accountability. He noted that the month of April was chosen because all programs would have been in place and completed between September and that date. He added that this course of action provides the opportunity for a global picture of programs within the area of Adult and Continuing Education.

Although it is unlikely that the amendment will pose significant damage to the intent of the recommendation, Mr. Skidmore expressed apprehension that with the newly proposed timeline the report may be somewhat speculative in forecasting for the second semester and cautioned that this timeline may not adequately provide an idea of what the second phase enrolment will be. He stressed further that the April timeline was established in the spirit of ensuring the trustees are presented with a more complete overview of all the programs.

Mr. Stewart said he would prefer to see this report before the Board goes into the final stages of the budget review.

Mr. Skidmore said it is feasible to bring the report in March through the Operations Management Committee but noted again that the members may not have as clear a perspective of the various Adult and Continuing Education programs.

Moved by Mr. Stewart:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Global Recommendations (Recommendation 37)

(a) That an annual report be prepared for each March prior to the Budget Review meetings providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department. Timeline: On-going effective March, 1992

Referring to Recommendations 29 and 30 (approved at the June Development Committee meeting), Mrs. Deans requested an update on any action taken to date in addressing the perceived duplication of efforts among the three Boards of Education, Mohawk College and the various community groups relative to adult education. She said it is imperative for these groups to work together co-operatively.

Mr. Skidmore advised that there have been general discussions with representatives from business and labour pertaining to adult

education. He noted, however, that these discussions are still at an informal level at this time. Mr. Skidmore reported further that preliminary meetings with various business groups indicated adult literacy remains a high priority. Various organizations, e.g. the Hamilton-Wentworth Federation of Labour, i.e. the Chamber of Commerce have indicated their willingness to work co-operatively on this issue.

Mrs. Clarke referred to the Tri-Board Survey on Adult Education presented to the Development Committee last year and commented that this was an excellent example of the co-operative efforts of the three Boards of Education, Mohawk College and other agencies relating to adult education.

Mr. Hicks commented that the absence of Ministry guidelines on Adult Education programs may be frustrating for the taxpayers. In light of the co-operative spirit reflected in Recommendation 29, he urged the Hamilton Board to take the initiative and provide leadership in working co-operatively with neighbouring school boards and agencies in order to clear up the perceived duplication of efforts and thereby saving tax dollars.

Mr. Skidmore remarked that Recommendation 31 is to bring to the attention of trustees and the community the importance of staff development activities for the adult education teaching personnel. Upon approval, the recommendation will be referred to the Staff Development Action Team for consideration. He added that specific recommendations together with appropriate cost implications are expected to flow from this Action Team. Mr. Skidmore added that the Board may well be entrepreneurial in entering into agreements with other organizations given the tremendous need relating to adult education foreseen at this time.

In clarifying the cost implication for Recommendation 40, Mr. Skidmore stated that more cost recoverable programs are expected and these may enable the Board to generate increased revenues. Stating that a line for advertising should be provided in the budget, Mr. Skidmore assured the members that other cost-efficient ways of advertising these programs will be explored.

Responding to Mr. Hicks' query, Mr. Skidmore explained the nature of the administrative costs which are "built in" appropriately to the courses, e.g. general interest courses. For cost recoverable programs, he said the administrative costs are covered by the grant structure.

Mr. McWhinnie remarked that accountability is an important process and he was not willing to sacrifice a good report with the proposed amendment to Recommendation 37. He expressed hope that work on developing the pre-determined standards in order to measure the program's effectiveness has commenced.

Mrs. Bishop applauded the role played by the community and other agencies in providing assistance to the adult students and encouraged the Board to provide leadership with agencies and to define our role in community activities. She cited the efforts of the chain volunteers who work with these organizations.

In reply to Mrs. Bishop's comment about the need for staff development of teachers of adults, Mr. Skidmore advised that the Staff Development Action Team will be considering this concern

and bring back a report to address this concern. He assured the members that adult and continuing education is a system responsibility. He added that this area will be given a specific system emphasis.

Further to Mr. Skidmore's comments, Mr. Stockwell noted that there is another avenue in exploring adult and continuing education, i.e. Hamilton is fortunate to have a community college dealing with adults in an instructional manner. He added the Board should be able to explore the experience and expertise of this community college.

In response to Mrs. Bishop's concern, Mr. Skidmore advised that the Adult and Continuing Education Action Team is currently working with the Associate Director of Education to address the accommodation issues relative to this program.

Miss Cunningham supported the amendment to Recommendation 37 in view of attempts to develop a budget process.

Mr. Skidmore clarified for Miss Cunningham that the Program Accountability Action Team will be presenting a report in November which will come back in February for approval.

Expressing her disappointment for not having the presentation of the Program Accountability Action Team earlier, Miss Cunningham noted the absence of a data base which she felt would provide a more concrete measure of the programs.

Mr. Skidmore acknowledged the sentiments expressed by Miss Cunningham; however, he stated that this was the very intent in recommending an annual report for the programs. He added that the Program Accountability Action Team is trying to move in that direction of developing the required data base. He was confident that the groundwork has been laid at this time.

Miss Cunningham acknowledged Mr. Skidmore's statements; however, she noted the lack of a mechanism in evaluating the various programs offered by the Board. She asked for the members' patience and indulgence in bringing forward these concerns.

Mr. Skidmore clarified for Miss Cunningham how the area of adult and continuing education is reflected in the Budget. He assured the members that budget implication for any program will always be a part of the Adult and Continuing Education annual report; however, he said doing this may take some time.

In spite of the concerns she raised, Miss Cunningham expressed her appreciation and interest that the Hamilton Board is now looking differently at Adult and Continuing Education.

In reply to Mr. McWhinnie's question, Mr. Skidmore remarked that the proposed timeline for the annual report is feasible although this may pose some planning difficulties for the officials.

Recommendation 37 was put to a vote and was CARRIED.

Moved by Mrs. Bishop:

That the following recommendation in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Global Recommendations (Recommendation 29)

(a) That every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education. Timeline: On-going CARRIED

Moved by Canon Rogers:

That the following recommendations in the Adult and Continuing Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

Global Recommendations (Recommendations 28, 31, 36, 38, 39 and 40)

(a) That an overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements. Timeline: Fall 1991

(b) That strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board. Timeline: Fall 1991

(c) That a longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs. Timeline: October, 1991

(d) That the Principal ensure, that for any credit program offered, Ministry of Education and Board guidelines for instruction and evaluation are followed. Timeline: On-going

(e) That the Principal of Adult and Continuing Education develop a plan with the Assistant Superintendent of Program to provide the necessary curriculum support for credit courses offered under the auspices of the Adult and Continuing Education Department. Timeline: July, 1991

(f) That specific plans be developed to actively communicate to the public at large the variety of program offerings and modes of delivery available to them through the Board of Education for the City of Hamilton. Timeline: July, 1991

CARRIED

In concluding the presentation, Mr. Skidmore acknowledged the co-operative effort of the Adult and Continuing Education Action Team led by Ms. Trish Fulton, Vice-Principal, Barton Secondary School and Chairman of the Adult and Continuing Education Action Team, and Bob Harkness, Co-ordinator - Business Studies.

On behalf of the Development Committee, Dr. Johnston expressed the members' thanks and appreciation for the excellent report presented by the Adult and Continuing Education Action Team.

Update - Report
re Global Education

Mr. Skidmore advised that Mr. Rick Binns, Superintendent of Schools - Area 3, has expressed interest in the issue of Global Education and offered to do further work on the topic. He added that a report will be presented to this Committee in October.

It was agreed:

That the verbal Update - Report re Global Education be received for information.

NEW BUSINESS:

Computers Across the
Curriculum -
Response to the
Ministry's Paper

Mr. Skidmore reported that this paper was received from the Ministry of Education in mid-June, 1991 and requires a very short timeline for a response from the Board. He noted that the members' endorsement of the shortened response process is being solicited at this time to enable the Board to prepare the document. He then introduced Mr. Dave Didur, Curriculum Resources and Technologies Co-ordinator, who is spearheading the preparation of the document.

Mr. Didur detailed the response requirements and process. In spite of the short response timeline, he advised that the Ministry of Education has not indicated any possibility of extending the submission deadline as it is intending to have this policy document in place within the 1992 fiscal year.

Moved by Mrs. Deans:

That the Report on the Ministry of Education's draft policy document on "Computers Across the Curriculum" be received for information and that the process for responding to the Ministry, as outlined in the Executive Summary, be approved.

In conclusion, Mr. Didur expressed his confidence that the response paper from the Hamilton Board of Education will be of excellent quality.

The motion was put to a vote and was CARRIED.

Mr. Skidmore advised that complete copies of the document are available at the Minute Room for any trustee who is interested.

Report of the Child
Care Committee

Dr. Johnston requested the members' permission to deal with the Report of the Child Care Committee as the second item of the agenda since Mr. Korz, Chairman of the Child Care Committee, had to leave the meeting early.

Moved by Ms. Patenaude:

That the Report of the Child Care Committee be dealt with as the second item of the agenda. CARRIED

Moved by Mr. Korz:

That the following Report of the Child Care Committee be approved:

(a) That the presentation by Mr. Marvin Sheppard, Chairman, Macphail Infant and Parent Cooperative of Hamilton Incorporated be received for information.

(b) That the presentation by Ms. Judith Preston, Director, Laurier Child Care Centre (West 5th Street at Mohawk Road West) be received for information.

(c) That the correspondence from Honey Bears Coop and Lincoln Alexander Children's Centre be received for information.

Mr. Korz said the ad hoc Child Care Committee has acknowledged that there is more work to be done, particularly on the issue of the Child Care Policy. At this point, he endorsed approval of the report to allow the Child Care Committee to continue its work on this area.

Miss Cunningham recalled the motion which struck the Ad Hoc Child Care Committee and its mandate at the March Development Committee meeting and the subsequent motion at the June Development Committee meeting referring the Report of the Child Care Committee back to the ad hoc Committee in order to take into account the existing Board's rental policies and traditions for non-profit groups. She then briefly summarized the discussion at the 1991 07 10 Child Care Committee meeting. In light of what had transpired, Miss Cunningham expressed her concerns with the progress of the ad hoc Committee in addressing the issues and decision required for child care. She felt that, with the rental concerns still unresolved, the review of the Child Care Policy and Operating Procedures may be in abeyance for some time. She noted the understanding that the "status quo" would remain for the program and the centres for about a year, i.e. 1993 until the officials bring back the required information on the overall rental policy of the Board. Miss Cunningham suggested the ad hoc Committee should continue working to achieve its original mandate and that the rental issue be incorporated into the Child Care Policy when the required rental information is available and fees are established.

Mr. Kennedy did not favour withholding decision for the child care program until the Board's rental issue is addressed, stressing the need for the Board to establish a "break even" operation regarding the child care centres.

Mr. Mulholland expressed his sentiments with the way the ad hoc Committee has been handling the issues surrounding child care. Referring to his previous comments at the July meeting of the ad hoc Committee, he reiterated that the Committee should first establish the level of service for child care and then determine the appropriate fees, if any, for that service. Mr. Mulholland also noted his disagreement with some of the statements made by Ms. Preston, Director - Laurier Child Care Centre, relating to the Board's child care program. He considered this program to be the best co-operative effort the Board has undertaken and he did not want to jeopardize its "paybacks". He urged the ad hoc Committee members to consider his suggestion and focus on determining the level of service for child care.

Mr. Hicks said it may not be an opportune time to open the whole issue of child care at tonight's meeting. He expressed his disagreement with Mr. Mulholland's comments directed to the presenter at the July meeting as he found that presentation excellent and enlightening to the members. He clarified that it was evident at the July meeting of the ad hoc Committee that no concrete recommendation could be made without the required rental information.

Hoping to ease the discussion on child care, Mrs. Bishop suggested it may be appropriate to separate the two issues surrounding the program.

Moved in amendment by Mrs. Bishop:

(a) That a Committee to Study the Rental Policies of the Board be struck and that a report be brought back to the Board;

(b) That the question of rental costs for Child Care Centres using Board property be deferred until a report on the rental policy is brought back.

Mr. Stockwell clarified his understanding that the Finance Department is reviewing the umbrella rental policy which will apply to all groups. He said Mr. Shewfelt has advised a report may be ready before the Spring, taking into consideration the magnitude of this undertaking.

Mr. Korz felt it inappropriate to debate the merits of child care at this time, considering that the program entails an in-depth issue. Acknowledging the many aspects surrounding child care, he expressed his support for the continuance of the work now resting with the Finance Department, rather than creating another committee to examine the rental policies.

Mrs. Hill and Canon Rogers opposed to the amendment. Perceiving the fees received by the Board as low in comparison with the other day care centres, Canon Rogers did not see any reason why the Board cannot establish a rental rate for the day care centres, citing such information as vital for the centres to properly prepare their budgets.

Mrs. Bishop expressed disagreement with Canon Rogers' comments relating to the Board's low rental for the child care centres. She clarified for the members the existing fee rates of these centres.

Mrs. Clarke favoured the resumption of work on the Child Care Policy and acknowledged the task ahead for the Finance Department in putting together the data on rental fees for all groups using the Board's facilities.

Mr. Mulholland questioned whether the amendment was in order, noting that this Report is not the final report relative to the Committee's mandate. He clarified the intent of the referral back to the ad hoc Child Care Committee in June was for the Committee to review the entire policy and then incorporate a recommendation relative to rental fees in the final Report.

Dr. Johnston, noting that the concerns expressed this evening do not arise out of the Report itself, asked if the members were prepared to vote on the amendment as an addition to the Report.

Mr. Mulholland suggested that the only thing that can be done is to approve the Report as presented and let the ad hoc Committee continue its work.

When Dr. Johnston said he had accepted the amendment on the floor and was prepared to call a vote unless there was a challenge to the Chair, Mrs. Bishop offered to withdraw her amendment since the lengthy discussion it invoked was not clarifying the issue as she had hoped.

The Chair called for a vote on the withdrawal of the amendment and it was CARRIED.

The motion was put to a vote and was CARRIED.

Miss Cunningham encouraged the ad hoc Child Care Committee to carry on its work in addressing the issues relating to the Child Care Policy in accordance with its mandate as set by the Board.

At this point, Mrs. Deans drew the members' attention to a memorandum from the Ministry of Education pertaining to child care centres.

Moved by Mrs. Deans:

That the Ministry of Education Memorandum 1991: B4, dated 1991 08 12, re Child Care Centres be referred to the Child Care Committee. CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

Att.

Development Committee

1991-1992 Planning and Tracking (General)

Issue/ Topics	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Arts Policy			Presentation for Approval							
Assault				Presentation						
Child Care	Report from Committee									
Early Years Consultation Paper (O.M.E.)		Process for Response			Response for Approval					
Family Violence Prevention Tri- Board Project									Update	
Global Education	Verbal Update	Presentation								
Integrated Training and Apprenticeship Program (SWAP)						Report				
Program Priorities	Verbal Update				Report for Approval					
Race Relations			Update							

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Development Committee

1991-1992 Planning and Tracking (Program Strategic Planning)

Issue/ Topics	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Action Team Reports:										
Adult and Continuing Education	Presentation of Remain- ing Recom- mendations									
Alternative Education		Presentation for Approval								
Compen- satory Education			Presentation of Recom- mendations	Discussion for Approval						
Development and Imple- mentation										
ESL			Presentation of Recom- mendations	Discussion for Approval						
Program Accountability			Update			Presentation for Approval				
Special Education*				Overview Presentation	Discussion for Approval					
Staff Development			Update				Presentation for Approval			

* Includes Behaviour Management, DART/IPRC, Gifted, Integrated Student Support Services, Program Delivery and Senior Developmentally Challenged.

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Minutes

DEVELOPMENT COMMITTEE

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GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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ALBANY, N. Y.

MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 10 15

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz and Patenaude.

Not

Present: Trustee Cunningham.

Also

Present: Trustees Bishop, Hill, Lowe, Mulholland, Rogers and R. Stewart.

Officials

Present: Mr. K. Rielly (Director of Education and Secretary)
Mr. A. Stockwell (Associate Director of Education)
Mr. D. Skidmore (Superintendent of Program)
Mr. R. Binns (Superintendent of Schools - Area Three)

Dr. Johnston called the meeting to order and expressed regrets from Trustee Cunningham for not being able to attend tonight's meeting. He then asked for confirmation of the minutes of the regular meeting of 1991 09 05.

Moved by Mrs. Deans:

That the minutes of the regular meeting of 1991 09 05 be approved as presented.
CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report re Global Education

Mr. R. Binns, Superintendent of Schools - Area 3, reviewed the report with the members, stating the report was being presented in response to a motion at the 1990 11 01 Development Committee meeting regarding Global Education in our system. In conclusion, Mr. Binns referred to the line-up of workshops relating to Global Education at all levels involving Curriculum Co-ordinators.

Mr. Kennedy expressed his concerns with the complexity of the report and questioned why the report was being presented to the Development Committee.

Dr. Johnston recalled that this report was requested by the Development Committee at its November, 1990 meeting. He stressed that the motion earlier alluded to by Mr. Binns was approved with the timeline set for the official's response. Dr. Johnston added that Global Education is an on-going project with more work to be done in addressing the issues identified.

Mr. Kennedy noted the tremendous research associated with the report and wondered what the system could gain from the effort, particularly the school children.

Although the report was being presented to address the direction given by the trustees, Mr. Skidmore expressed confidence that the Global Education issues identified will have direct implications and impact at the classroom level as well as providing added support to the teachers.

Moved by Canon Rogers:

That the Report on Global Education in the Curriculum be received.

Canon Rogers commended those responsible for this comprehensive report and considered it to be among the most important reports the Board has received in years.

Mrs. Bishop added her support for the report and congratulated Mr. Binns and his staff for their collaborative efforts. She cited the on-going activities in some Hamilton schools which relate to Global Education issues.

Mr. Binns clarified for Mrs. Bishop that a number of Science Heads are expressing interest in becoming involved in the Global Education Network.

When Mrs. Bishop questioned the issue of Native Language courses, Mr. Binns recalled the findings of a survey a few years ago did not support the offering of such courses. However, thought is being given to conducting another survey with the view to establishing a Centre from which to draw Native parents in the City.

Mrs. Deans also praised the report. When she expressed regret that the media was not present at this meeting, the Chairman assured her that the officials will convey the message of the report to the public through the media.

In reply to Mr. Stewart's query, Mr. Binns clarified that accurate statistical information on native people may be difficult to obtain because these people traditionally do not respond to surveys.

When Mr. Stewart noted that both the recommendation in the report and the motion on the floor omitted the words "for information", Canon Rogers agreed to add these words to his motion.

Responding to Mr. Allen's question, Mr. Binns affirmed there may be some concepts in the field of Mathematics which relate to Global Education. He said this can be explored further as required.

Mr. Allen noted that this report represents the foundation for change and communicates both thinking about and addressing the future through curriculum.

Mr. Binns, in replying to the concerns raised by Mr. Korz relative to "Holistic Curriculum" (page 10) and its relation to Regulation 262, clarified that the focus is a general discussion rather than reflecting any religious connotation. He then provided background information about Thomas Berry, a writer, whose statements on religious beliefs are included in the report.

With further reference to meditation and the questions this raises in people's minds, Mr. Korz hoped that parents will be permitted to have their children excluded from such classes if they so wish.

Mrs. Lowe offered her praise for the report, noting it was timely given the "global" world we are in now. However, she acknowledged the concerns earlier expressed by Mr. Kennedy of having this complex theme integrated into curriculum.

Mrs. Clarke was supportive of the report and encouraged the Board to remain open to Global Education issues.

Dr. Johnston advised that tonight was the eve of World Food Day and he considered the preceding presentation on Global Education as

timely, adding that churches also recognize the importance of world development issues. Dr. Johnston concluded that global education may be a key part of the school curriculum which could contribute for a better educational system.

The motion was put to a vote and was CARRIED.

Mr. Binns acknowledged the people behind the report. On behalf of the Development Committee, Dr. Johnston thanked Mr. Binns and his group for the excellent report.

Report re Drug Education Policy

Mr. Skidmore recognized the contributions of all the individuals involved in the development of the Board's Drug Education Policy, including Trustees Clarke and Rogers. He provided an overview of the report and then called on Mr. R. Chapman, Co-ordinator - Health and Physical Education, who reviewed the Policy in detail.

Moved by Mrs. Bishop:

That the following recommendations from the Report re Drug Education Policy be approved as presented:

(a) That the Drug Education Policy for the Board of Education for the City of Hamilton be approved as presented.

(b) That the Implementation Team continue its implementation plan as outlined in the Drug Education Policy document.

Mrs. Bishop commended the report as an exemplary and comprehensive document.

Mrs. Bishop questioned the policy in Section 3.7.2.7 whereby the principal "may" contact a student's parents when illicit drugs are involved but "shall" contact parents when licit drugs are involved.

Mrs. Clarke advised that during the discussions throughout the development of the Policy it was the general understanding that the Principal should contact the parents in all situations involving drugs.

When Mrs. Bishop again drew attention to the puzzling difference between the actions required when licit vs illicit drugs are involved, Mr. Skidmore agreed to review this Section of the Policy in light of Mrs. Bishop's comments.

In response to Mr. Kennedy's inquiry on Section 3.8.2.7 regarding the searching of a student's locker and personal effects by the police, Mr. Skidmore explained the guidelines for the seizure of drugs (Section 3.11.6) and noted that the search should be done in the presence of the student and an adult witness. Although the Board will not interfere with the police investigation, he assured everyone that the best interests of the student will always be protected.

Ms. Patenaude appreciated the report addressing the steroids issue as this is particularly important for students involved in various sports.

To clarify the members' concerns regarding expulsion, Mr. Skidmore reminded the Committee that the only body authorized to expel a student is the Board of Trustees.

Replying to Mr. Stewart's concerns on Section 2.2.3, "Student Wants Help But Requests No Parental Involvement", Mr. Chapman explained

that there are situations where it is judged to be in the best interests of a student to initiate counselling without the parent's knowledge. He said this is not the preferred manner; however, it is sometimes the best approach towards helping the student.

Mr. Skidmore concurred with Mr. Chapman's comments. He added that a counsellor who felt a student was potentially in a situation where he/she might do some harm would take steps to ensure appropriate decisions relative to seeking help are made. He emphasized that school personnel are not "experts" in this area and that whenever possible a student is directed to a source of expert assistance.

Mr. Stockwell acknowledged Mr. Skidmore's statements. He added that with his many years of involvement with the schools, he has found some students to be looking for someone with whom they can share very deep concerns. He said there are many things which students may not want to discuss with their parents for a variety of reasons, e.g. concern with letting the parents down, likely hostility from the parents, etc. He stressed that the main concern is to gain the student's confidence to eventually open up and discuss the problem.

Mr. Korz raised concerns relating to the extent of liability to this Board in not involving parents in a serious drug problem.

Mr. Skidmore expressed confidence that the Board is not vulnerable as long as the intent of the school's action is sound and an attempt to get help and a support base has been made.

Mr. Korz expressed his preference for obtaining a legal opinion on Section 2.2.3 of the Policy and signified his intention to make a motion to that effect.

Mr. Skidmore advised that the Drug Education Policy was vetted through the Board's solicitors and they found the document to be in order.

Mr. Stockwell confirmed Mr. Skidmore's remarks but agreed to further consult the Board's solicitors regarding Section 2.2.3 in order to address Mr. Korz's concerns. In response to Mr. Stewart's query, Mr. Stockwell explained the process of obtaining a legal opinion from the solicitors, noting that the cost of legal consultation depends on the nature of the request, e.g. a simple vs complex response, a verbal vs. written legal opinion, etc.

Mr. Korz agreed to administration pursuing this aspect with the solicitor so that the Board is prepared for any unfortunate occurrence.

Mr. Skidmore, in reply to Ms. Patenaude's request, explained that expulsion information is reflected in the Ontario Student Record (O.S.R.).

The motion was put to a vote and was CARRIED.

The Chairman, on behalf of the Committee, thanked all the people involved with the development of the Board's Drug Education Policy, especially the community representatives.

Mrs. Clarke applauded the student involvement in the development of this Policy and encouraged such resource in the future when the subject matter warrants.

Secondary School
Review Committee
Report

Mr. Stockwell provided an overview of the report. He noted that the review stemmed from the necessity to meet the demands of the changing times and needs of the students, the directives coming from the Ministry of Education as well as the Board's initiatives relating to secondary education and, more importantly, to provide for program accountability to the public regarding the quality of the graduates from the system, i.e. keeping them well equipped to meet the requirements of the job markets.

Mr. Stockwell called on Mr. Bill Manson, Drama Co-ordinator, who expounded further on the highlights of the report.

In presenting the Appendix (yellow sheets) of the Report, Mr. Stockwell clarified that the recommendations listed were not for consideration and approval at this time, stressing that they will be reviewed by the various Committees and areas to which they are being referred. He emphasized that approval of the Report means an endorsement of a process for consideration (i.e. modifying, discarding or bringing back as they are) of those issues which surfaced during the work of the Review Committee.

Mr. Stockwell added that the recommendations brought back to the Committee for approval will be anchored in the belief system outlined in the Report. He concluded that this Report leaves the final determination of the direction of secondary education clearly in the hands of the Trustees.

Moved by Mr. Mulholland:

That the Secondary School Study Report be approved for information.

Mr. Mulholland expressed his concerns with some of the recommendations listed in the Appendix, particularly Section 5.2.3.2.. In reiterating his support for Vocational education he felt that the action in this Report spells the death of vocational schools as they are presently operating. Mr. Mulholland suggested these recommendations are contrary to Ministry of Education guidelines.

Mrs. Deans remarked that it was her understanding from the last presentation of this Report that the recommendations in the Appendix would be brought back with rationale and costings. She noted there were few changes and still no financial implications for the recommendations.

In attempting to resolve the members' confusion, Mr. Stockwell clarified that the officials are seeking the members' approval of the Recommendations outlined on Page 72 while those recommendations listed in the Appendix (yellow sheets, Pages 73 to 90) are for referral to various areas for further study. As such, it would have been inappropriate to bring costings for those recommendations as it is still to be determined which should be brought back to the Board for approval. Referring to the motion that the report be received for information, Mr. Stockwell questioned how the officials would continue the work and study of the recommendations emanating from the Secondary School Study Committee. He clarified that the proposed Secondary School Development Committee is similar to the Middle School Development Committee and will function as the co-ordinating body for the recommendations in the Appendix in terms of monitoring and co-ordinating those items being referred back to the Board for

consideration and approval. The proposed Committee would also provide an arena to deal with various issues that emerge.

Mr. Stewart felt that not all the recommendations are for referral but for implementation.

Mr. Manson explained that all recommendations in the Appendix are for referral to the appropriate group for further study and consideration. He remarked that if it is deemed by the proposed Secondary School Development Committee that any or all of these recommendations should be considered for Board approval, then these will be brought back with appropriate rationale and costing.

Mr. Skidmore explained how the review process will be co-ordinated with the work of the various Action Teams involved in the Program Department Review. He underscored that combining the efforts of the staff is aimed at avoiding duplication.

Mr. Skidmore also clarified for Mr. Korz that the Secondary School Study Committee's work began prior to the formation of the Action Teams. The attempt now is to refer some of their findings to the Action Teams, as noted in the recommendations, in order to combine efforts and avoid further duplication.

In response to Mr. Korz's concerns, Mr. Stockwell clarified that Senior Management is well aware that the Board has not given its support for all aspects of site-based management. However, he stressed that this report emanated from the system and, in fairness to the people who have worked on the Report, it was felt the senior officials could not alter or change those directions or requests as put forward by the people who have done the Study. Noting that this Report is essentially a "program document", he pointed to the feeling out in the system that there is a need for further decentralization especially around the issue of program accountability.

Mr. Korz acknowledged Mr. Stockwell's comments but suggested that it may be time for an external review of decentralization.

Mr. Stockwell responded that, while there has not been a formal review of decentralization, there are reactions from the schools, Superintendents, Area Teams, etc., and the general feeling is that there is better and more immediate service rendered to the schools.

Mrs. Bishop endorsed the approval of the report and stressed that the trustees must understand the context of the report. She pointed out that the recommendations in the Appendix are too numerous for the Development Committee to consider one by one and suggested it would be a waste of time to weigh the implications of things that may never be implemented. She said that it is imperative that the recommendations on page 72 are approved in order to provide direction to the Officials.

Mr. Allen, noting that he had earlier thought that the recommendations in the Appendix were for approval at this time, suggested that receiving the Report for information would tie the Officials' hands and pointed to the assurance from the Officials that nothing would be implemented until it comes back for approval.

When Mrs. Hill expressed concern with the timeline of 3-5 years, Mr. Stockwell advised that one of the roles of the proposed Secondary School Study Development Committee is to bring back recommendations in a sequential, paced and timed manner and to monitor the rate of change to what the schools can reasonably undertake. He clarified that

the work of the proposed Secondary School Development Committee and the Program Review Actions Teams will be well co-ordinated and integrated in order to avoid any conflicts.

Mr. Stockwell indicated that program review and work of the Secondary School Study Committee can be co-ordinated and reviewed with the work of the Middle School Committee and integrated as appropriate to avoid problems. He added that the co-ordinating body would make the decision as to which recommendations are brought to the Board for approval.

To allay the members' apprehension, Mr. Korz suggested the minutes note that all the recommendations listed in the Appendix (yellow sheets) of the Secondary School Study Report have neither been approved by the Board nor will they be implemented until approved.

Because of the members' concerns regarding the appropriateness of the wording "be approved for information", Mr. Mulholland signified his intent to re-word his motion as follows:

"That the Secondary School Study Report be received for information."

Taking into consideration the officials' concerns in addressing the issues surrounding the review of secondary education, Mr. Mulholland also put forth a second motion.

Moved by Mr. Mulholland:

That all recommendations in the appendices to the Report be referred to the appropriate Board of Education Departments or to the proposed Secondary School Development Committee for consideration and that over a three to five-year period, recommendations proposed for implementation be brought to the Board with appropriate rationale and costing.

Some of the members expressed their concerns that these motions do not deal with the recommendations regarding the Beliefs and the Priorities for Action on page 72.

Moved in amendment by Mrs. Bishop:

(a) That the Beliefs outlined in Section 1 of the Secondary School Study Report be adopted by the Board.

(b) That the Priorities for Action outlined in Section 2 of the Secondary School Study Report be adopted by the Board.

The Chairman ruled Mrs. Bishop's amendment unacceptable, viewing it as a motion in itself.

Mr. Stockwell responded to a question that the timeline posed no difficulty as it was over a three to five-year period, implying that action could be taken any time over that period. He added his concern that the officials do not have the belief statement for continuing the review work already started.

Mr. Stockwell replied in the affirmative to Mrs. Clarke's query whether, beyond the already stated concerns, the motion on the floor gives the Officials a vehicle to move forward.

Mr. Mulholland's first motion was put to a vote and it was CARRIED.

Mr. Mulholland's second motion was put to a vote and it was CARRIED.

Moved by Mrs. Bishop:

That a Secondary School Development Committee be established to co-ordinate the design and development of secondary school programs for the Transition and Specialization Years based in the Beliefs of the Secondary School Study Report and monitor Ministry of Education initiatives and directions for the Transition and Specialization Years. CARRIED

Moved by Mrs. Bishop:

That the Beliefs outlined in Section 1 of the Secondary School Study Report be adopted by the Board. CARRIED

Moved by Mrs. Bishop:

That the Priorities for Action outlined in Section 2 of the Secondary School Study Report be adopted by the Board.

When Mrs. Lowe objected to the motions from Mrs. Bishop as contrary to the action taken on Mr. Mulholland's motions, Mrs. Bishop suggested that her motions complemented the action taken.

The motion was put to a vote and was Lost.

The Chairman thanked Mr. Stockwell and all those involved with the report.

Computers Across the Curriculum - Response to the Ministry of Education

Mr. Skidmore provided an overview then called on Mr. D. Didur, Co-ordinator of Curriculum Resources and Technologies, who reviewed the document with the members.

Mr. Didur commented that the rescheduling of the October Development Committee meeting to a later date provided the staff an opportunity for further validation of this document by the interest groups and the submission of such to this Committee.

Moved by Mr. Allen:

That the response to the Computers Across the Curriculum Consultation Document be approved as the Hamilton Board of Education's response to the Ministry of Education's consultation document on Computers Across the Curriculum.

Mrs. Bishop expressed her appreciation for the extremely interesting document. Referring to Section 3.2.2., she drew attention to the question "how school boards will determine the amount of time for student use of the computer based on student's needs and availability of hardware and software".

The motion was put to a vote and was CARRIED.

Mr. Skidmore acknowledged the efforts of the people involved with the development of this document. The Chairman thanked Mr. Skidmore and his staff for the presentation.

ELEMENTARY/SECONDARYNEW BUSINESS:Early Years
Consultation Paper
- Process for
Response to the
Ministry of
Education

Mr. Skidmore presented the report.

Moved by Mrs. Deans:

That the Ministry of Education's Consultation Paper and Response Guide for The Early Years be received for information and that the process for responding to the Ministry, as outlined in the Executive Summary, be approved. CARRIED

The Chairman reminded the members of the All Candidates meeting scheduled for Thursday, 1991 11 07 (November's Development Committee meeting).

At this point, Mr. Skidmore offered to respond personally to Mrs. Deans' question regarding the enrolment figures in the General Interest courses of the Hamilton Board.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

THE UNITED STATES OF AMERICA

IN SENATE

January 10, 1911

REPORT

OF THE

COMMISSIONER OF THE GENERAL LAND OFFICE

IN RESPONSE TO A RESOLUTION OF THE SENATE

PASSED MAY 1, 1907

RELATIVE TO THE

LANDS BELONGING TO THE UNITED STATES

AND THE

LANDS BELONGING TO THE SEVERAL STATES

AND THE

LANDS BELONGING TO THE DISTRICT OF COLUMBIA

AND THE

LANDS BELONGING TO THE TERRITORIES

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NOVEMBER, 1991

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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DEVELOPMENT COMMITTEE

1991 11 07

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1897

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1. The judicial power shall extend to all cases of law and equity arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under the authority of the United States.
2. The judicial power shall extend to all cases of admiralty and maritime jurisdiction.
3. The judicial power shall extend to all cases of controversy between one State and another.
4. The judicial power shall extend to all cases of controversy between the United States and one or more States.
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ARTICLE IV

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ARTICLE V

ARTICLE VI

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MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 11 07

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz Patenaude and Cunningham.

Also

Present: Trustees Bishop, Hill, Lowe, McWhinnie, Mulholland, Rogers, A. Stewart and R. Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)

Dr. Johnston called the meeting to order. He advised that the minutes of the 1991 10 15 regular meeting were distributed along with the delivery package mailed to the trustees this afternoon; hence, could not be confirmed at tonight's meeting.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Policy Paper for
the Arts in
Education

Mr. Skidmore provided an overview of the report. He emphasized the rationale for this project and its subsequent integration with the other system directions of the Board. He then called on Messrs. Bruce Hosking, Visual Arts Co-ordinator; Bill Manson, Drama Co-ordinator; and Russ Weil, Music Co-ordinator who reviewed the Policy Paper in detail.

Moved by Mrs. Deans:

That the following recommendations from the Report re Policy Paper for the Arts in Education be approved:

(a) That the Belief and Mission statements as outlined in the Policy Paper become the official policy for the arts in education of the Board of Education for the City of Hamilton.

(b) That the Belief and Mission statements in the Policy Paper be formally integrated with the work of the Middle School Development Committee, and with the directions of the Secondary School Study Report, the Formative Years Response and all other System program development.

Mrs. Deans expressed her appreciation for the report and viewed it as an affirmation of what is currently happening in our schools.

Mr. Skidmore clarified for Miss Cunningham that no costing is provided in the report at this time pending its incorporation with the work of the Middle School and Secondary School Review Committees. He assured the members that all costs relating to this program, particularly the in-service training, will be well within budget.

Miss Cunningham pointed out the Board is facing a \$12 million reduction in its proforma budget and cautioned against a perception that funds are readily available. She asked if this might lead to a proposal for a School for the Arts.

Mr. Skidmore indicated that such is not the intention at this time but could not give such assurance for the future.

Mr. Korz commended the report, particularly the Mission Statement and the enthusiasm displayed by all the presentors. He viewed Arts Education as enhancing communication and understanding and supported the directions of the policy.

Mr. Manson advised that community input was not solicited formally other than the liaison efforts of the co-ordinators. Mrs. Bishop encouraged the Board taking advantage of the rich contribution from the Arts community. She added that outreach to this group may be one way of promoting the efforts of the Board in this area.

In response to Mrs. Bishop's query, Mr. Manson clarified that the report alluded to the need for a balanced representative arts curriculum in light of the unique characteristics and different focus. As such, the learner should be exposed to a large number of the arts.

Mr. Skidmore, in reply to Mrs. Bishop's concerns, remarked that while the staff involved with this program are highly committed to skills development, there is a de-emphasis on competition.

In response to Mrs. Hill's question, Mr. Skidmore replied that this report is a formal re-affirmation of the priorities of the Board and that this policy statement provides a framework for the tasks that need to be done relative to programming.

Mrs. Hill questioned the course of action once this policy is approved.

Mr. Skidmore said that the system would be informed that this is now Board-approved policy and thereby will raise the awareness level of staff regarding program expectations. He emphasized, however, that this is not a new initiative but will be incorporated into the work of the Middle School and Secondary School Study Review Committees.

Ms. Patenaude noted the absence of discussion on the concept of "disciplined-based" Arts Education. Mr. Hosking explained that Arts educators in Canada are not as familiar with the concept at this time; however, he anticipates this will be incorporated eventually in our process as the awareness level progresses.

Mrs. Clarke commended the report and remarked that Arts Education makes a difference in life as it raises the sensitivity to things of which one may not be normally aware.

The motion was put to a vote and was CARRIED.

Program
Department
Strategic Planning

Program
Accountability
Action Team -
Update

In providing the update on Program Accountability, Mr. Skidmore said specific recommendations will be presented for the members' consideration at the December, 1991 or January, 1992 Development Committee meeting. He advised that Mr. R. Lavoie, Superintendent

of Schools - French as a First Language, will be taking over the Chair for the Program Accountability Action Team and that the Action Team will report directly to the Director of Education.

In reply to Mr. Korz' request, Mr. Skidmore related the progress of the work to date on Program Accountability in light of the series of meetings of the Action Team through the Spring of 1991. He highlighted the review process as proceeding well in terms of identifying the gaps on key areas, e.g. delivered and undelivered curriculum, confirming that programs developed are in fact implemented, evaluation of pilot programs, analysis of Special Education, etc. He said all these will be covered in the recommendations coming to the Board in December.

Mr. McWhinnie expressed disappointment with the brief update as he had anticipated a detailed report tonight. He expressed concern that such an important issue as Program Accountability was delayed and those trustees not seeking re-election or leaving the Board will not have the opportunity to hear the report and provide their input. Although he acknowledged that the changes in leadership in the Program Department as one reason for the delay, he believed that timeliness is one of the measures of accountability.

Mr. Skidmore acknowledged Mr. McWhinnie's comments and clarified his understanding was that the major report on Program Accountability was to come in February, 1992 and, through the efforts of his staff, the submission timeline was advanced to December. He apologized for the misconception.

Moved by Mr. Korz:

That the Program Accountability Action Team Update (Program Department Strategic Planning Directions Paper) be received for information. CARRIED

Staff
Development
Action Team
- Status Report

Mr. Skidmore gave an overview of the report and stressed that the Action Team is bringing this as a status report. He then called on Mr. M. Quinn, Superintendent of Schools - Area One, who reviewed the report with the members. In conclusion, Mr. Quinn emphasized that the mandate of this Action Team has been expanded to encompass all the employee groups within the system.

Mr. Quinn, in responding to Mrs. Bishop's question, clarified that the Action Team has not set out a definition of Staff Development; instead, they have been looking at all the opportunities for training to support the various program initiatives within the system. To clearly identify the Staff Development needs of the system, Mr. Quinn advised that they are now in the process of gathering information to set the framework based on these data. In explaining the process of obtaining the appropriate information, Mr. Quinn said surveys will be released throughout the system and it is anticipated that these questionnaires will reflect the system's expectation on the kind of training and learning opportunities the staff require. He noted that the Action Team has not decided on the target design at this point.

In response to Mrs. Bishop's request, Mr. D. Didur, Co-ordinator of Curriculum Resources and Technologies, explained further the nature and functions of the four sub-committees established by the Staff Development Action Team.

Mr. Quinn stressed that the data gathering process will not be confined to people volunteering but rather from other sources within and outside the system.

Referring to the upcoming symposia for community groups and businesses outside the education field, Mrs. Bishop suggested that trustees be invited.

Moved by Mr. Kennedy:

That the Status Report of the Staff Development Action Team (Program Department Strategic Planning Directions Paper) be received for information. CARRIED

Update - Race
Relations and
Ethnocultural
Equity

Mr. Sinclair presented the report.

In response to Miss Cunningham's question as to when the Race Relations program will be completed, Mr. Sinclair advised that the implementation is expected to be completed for September, 1992.

Miss Cunningham expressed her concerns with the seeming prolonged timeline; she believed the program has been on-going for about five years now. Miss Cunningham referred to her previous question relating to the Consultant for this program and was interested how the funds allotted for this position will be utilized when the task is completed.

Mr. Korz felt the Race Relations Committee has had more than enough time to complete its work and remarked that the program is either a "make work" project or "we are dragging our feet".

Recalling the officials' response to a similar question at a previous meeting, Mr. Rielly stated that when work on this program began the trustees agreed that this would be developed over a period of time as it called for a document that involved the input and collaboration of many people from the development process through the implementation stage. He further explained that although many principles found in the policy were in fact acted upon in the schools, the intent is to formalize the way the Board deals with people. Mr. Rielly also alluded to the need for in-service training among staff and the community and noted this should occur throughout the whole process.

Noting the number of meetings related to the program, Miss Cunningham remarked these take much time from staff, trustees and the community representatives and suggested the projected timeline of September, 1992 needs to be shortened.

Mr. Rielly clarified that the officials have been providing regular updates relating to these meetings. He expressed confidence that the trustees involved with the Race Relations program could attest to the difficulties experienced in light of the involvement of a large group of people. He concluded that the policy document has ownership and commitment to it. The development of this document has been a long, difficult process because there was widespread input.

Mr. Korz suggested that the work on Race Relations needs to be seriously explored in the very near future.

In answer to Mr. Korz' question, Mr. Rielly stated that following the implementation of the policy with the relevant procedures there would

be a need for on-going co-ordination of in-service with this policy.

Mr. Rielly affirmed for Mr. Allen that the draft Policy document has had a very positive impact in the schools and has been of great help in resolving conflicts that arise.

Mr. Allen felt this process has taken time given the difficulty of relating to a large group of people with varied backgrounds and he supported the process as being valid and the result will be essential.

Mrs. Hill, as a member of some of the committees, shared the frustrations expressed by the trustees. She acknowledged that the trustees previously agreed to obtain community input for the Policy and this has been accomplished. She observed, however, that the community is now sharing the concerns of some trustees and noted that community attendance and involvement has started to wane at this time.

Mr. Sinclair recalled the discussion and approval for September, 1992 as the implementation timeline for the program agreed upon at a previous Development Committee meeting. Although impatience was felt from the community at some point, he said this may be due to the meetings being scheduled during the day when people have other business to which to attend. He affirmed there is still a great deal of work outstanding, specifically the gaining of consensus among the action teams, design team and steering committee.

Mrs. Deans found the issues surrounding Race Relations to be more complex now in light of the rapidly changing cultural make-up of the City. She recalled the trustees' decision to take time rather than rush in order to produce a good policy.

Canon Rogers spoke about his involvement with the Race Relations program and agreed with Mrs. Deans' sentiments. Stating that Race Relations may be analogous to Public Relations, which is an on-going activity, he did not believe the Board's Race Relations Committee will ever be finished with its work. He added the committee has to answer the needs of future years; hence, rushing completion of this program will not work.

Mrs. Bishop also voiced her concerns with the timelines for the Race Relations program, particularly the time, costs and staff efforts involved. She felt the process adopted for the program has not been productive and hoped the officials could look at an alternative way of implementing this program.

In reaction to Mrs. Bishop's comments, Mr. Sinclair pointed to the draft Policy document which was developed through the efforts of all the people involved. He believed the officials are working on this program in accordance with the timetable agreed to by the trustees.

Mrs. Bishop said the work done on related issues, e.g. employment practices and harassment, may construed a productive process while all the others relate only to in-service activities.

In response to Mrs. Lowe's query, Mr. Rielly clarified that come September, 1992, the work of the Race Relations Committee may be "wrapped up"; however, a great deal of work is anticipated particularly in the area of in-service training throughout the system. He advised that any future report forthcoming relative to implementation will include all the items which the officials may deem

necessary to facilitate the process. Mr. Rielly explained further that the Board does not have a Race Relations Department, only a Program Consultant and one staff doing the in-service. He affirmed the system will require on-going co-ordination for this program.

In clarifying his previous statement, Mr. Sinclair stated that consensus among the action teams, design team and steering committee is still needed on employment practices in terms of how proactive our Policy should be in outreaching to the community, the provision of opportunities to visible minority groups, the need for special measures and the way of bringing forward these types of activities.

Miss Cunningham expressed disappointment the Board has not been able to achieve similar results with the Race Relations program as with Affirmative Action/Employment Equity Committee and hoped the co-ordination for the Affirmative Action/Employment Equity and Race Relations programs could be integrated.

Mr. Skidmore said the work of the action teams involved with the management of the Race Relations program is far more difficult than the work of the action teams of the Program Department Strategic Planning process. He then alluded to the excellent performance of all the action teams and the positive feedback from the community.

Although he valued community input, Mr. Skidmore expressed concern with the apparent misinterpretation of the consultation process among the communities. He said the process should not be construed as program accountability to the community; he underscored the need for balance in looking at this issue.

Ms. Stewart considered it imperative to involve the community on issues relating to procedures. She added that Race Relations involves changing attitudes resulting from a number of factors; as such, it may well be expected that this program process will take time to complete.

Mr. McWhinnie commented the members may be discussing two separate issues, i.e. Program and Curriculum and employment practices of the Board. He added that the notion may be that people would like to see the implementation-related issues of the Race Relations program but not as part of the Human Resources Department nor having a separate department to co-ordinate the program. Mr. McWhinnie said he was not personally convinced this Board required a Race Relations Officer and felt there is a "cross-over" area. He suggested the officials look closely at some form of co-operative model, between boards, which is cost-effective in light of the Race Relations program entailing a continual process.

It was agreed:

That the Update - Race Relations and Ethnocultural Equity be received for information.

NEW BUSINESS:

Student Retention Committee Report

Mr. Skidmore acknowledged all the people involved with this report and then provided an overview of the document. He noted the paper attempts to sensitize the system and raise the awareness level on the issue of retention. He said the efforts of the Retention Committee are

facilitated in collaboration with that of the Secondary School Study, Middle School Committee and work relating to the Transition Years, Early Years and Specialization Years. He advised that retention issues were discussed at the recent meeting of the Supervised Alternative Learning for Excused Pupils (SALEP) Committee.

Mr. Skidmore then called on Mr. Vic Lepp, Guidance Co-ordinator, who explained the report in detail.

Moved by Mr. Mulholland:

That the following recommendations from the Retention Committee Report be referred to the Secondary School Study Committee, the Middle School Development Committee and the appropriate Action Teams and Departments as identified:

1. That strategies be included in each school's plan to assist students in "bonding" to the school.

2. That each middle and secondary school devise a plan to involve students, parents and the community in developing the structure and program delivery of the school.

3. That the Hamilton Board of Education work with the local Colleges of Education in the evaluation of student teacher selection and training practices.

4. That the Hamilton Board of Education continue to review and revise its teacher hiring practices.

5. That the emphasis in student retention in the Hamilton Board of Education be primarily based on quality classroom curriculum and methodology (i.e. prevention rather than remediation, cure rather than band-aids).

6. That the Human Resources, Research and Program Departments assess the relationship between a "teacher-at-risk" and student retention.

7. That a student exit plan be devised and delivered through the central computer system.

In response to Mr. Korz' question, Mr. Lepp advised that no statistical information is available at this time that clearly points to a relationship between teacher stress level and student retention; however, there is literature that has explored this topic.

Mr. Korz wondered to what extent programs like Westmount 1990, Co-operative Education, Apprenticeship, etc. are included in this project.

Mr. Skidmore felt there is no single answer to improving the retention rates. He perceived much attention is focused on the dropout figures with the "drop back" information bypassed altogether.

When Mr. Korz encouraged emphasis on these programs as a strength of the Board, Mr. Skidmore explained the implementation process relating to the referral of the recommendations of the Retention Committee to the Action Teams. He emphasized that the Belief Statements, as outlined in the document, will form an integral part of the Secondary School Review Study. In light of the on-going

Program Department Strategic Planning process, Mr. Skidmore advised that it is from the Student Support Services Action Team where the members can expect extension of the work of the Retention Committee.

At this point, Dr. Johnston had to leave the meeting. Before calling for nominations for Chairman Pro Tem, he reminded the members that tonight will be the last meeting of the Development Committee prior to the election. He then expressed his appreciation for the active participation and dedication given by all the members of this Committee.

The Chairman referred to Mr. Skidmore's resignation and on behalf of the Committee thanked him for his contributions during his post with this Board as Superintendent of Program. The trustees also extended their best wishes to Mr. Skidmore.

Mr. Skidmore expressed his appreciation for the work of the Development Committee and their efforts in facilitating the consideration of the program-related reports presented to this Committee. He underscored the ownership by the system of all the programs and projects initiated and implemented in the system. In conclusion, Mr. Skidmore stated his stay with the Board has provided him an excellent professional experience.

Dr. Johnston also extended the Committee's appreciation and good wishes for the departing trustees who were present at tonight's meeting: Trustees Clarke, Deans and McWhinnie.

Motion to
Thank The
Chairman

Moved by Mrs. Deans:

That the members express to Dr. John Johnston their appreciation for the effective and competent manner in which the meetings of this Committee have been conducted throughout this past year. CARRIED

Moved by Mrs. Clarke:

That Mr. B. Allen be appointed Chairman Pro Tem. CARRIED

Continuation of
Discussion -
Student
Retention
Committee Report

Mr. McWhinnie praised the excellent report. He questioned why strategies to encourage students to think about their schooling at an earlier age and resources required were not part of the recommendations of the Committee.

Mr. Lepp responded that such is being done and drew attention to Recommendation #7 as addressing those students the system has failed.

Replying to Mr. McWhinnie's concerns, Mr. Skidmore assured the members that an evaluation process will permeate the work of the Retention Committee. He noted that the work on retention correlates to the student tracking process.

Mr. McWhinnie expounded on the importance of instilling the work ethic in our students. He noticed the absence of any discussion of this concept in the report and urged the Retention Committee to consider incorporating this concept in their review.

Mr. O. Jackson, Supervisor - Research Services, clarified for Mrs. Clarke that there are a variety of reasons behind the dropout rates

in the schools. He reminded the members that not only "at risk" students figure in the dropout statistics but also other student groups, e.g. the adult learners. Mr. Jackson cautioned that comparative statistics may be misleading and hoped to find an optimum way of cataloguing the students in terms of the dropout information. He added that all related implications should be incorporated in the retention review.

Mr. Skidmore, in response to Miss Cunningham's query, advised of the development of a plan to gather Hamilton-based data on students, adding, however, that pursuing this effort involves significant work for the Research Department, Program Department and the schools and will take some time due to the many variables that should be taken into consideration. He offered to present the finalized plan to the Development Committee.

Ms. N. Crawford, Teacher - Westmount Secondary School, clarified that the "Unstable Staff" referred to on Page 26 of the report is taken from research literature and does not relate specifically to the Hamilton schools.

Mr. Stockwell alluded to the significance of the Board's computer system in the student tracking process. He added that the computer system in the Guidance Department facilitates the process in terms of the availability of information relating to the counselling and guidance provided to students at risk and/or potential dropouts.

Miss Cunningham acknowledged Mr. Stockwell's statements and remarked that computerization will definitely facilitate the exchange of information relating to this issue but will require entire system co-operation to make it work.

Mrs. Bishop noted that the action teams involved in the retention issue were not properly identified in the report. Mr. Skidmore apologized for the oversight and agreed to reflect that information in the minutes. (These are: Integrated Student Services Action Team, Staff Development Action Team, DART/IPRC Action Team and English as a Second Language Action Team).

Mr. Skidmore, in reply to Mrs. Bishop's concerns, affirmed that each of the recommendations outlined will entail an implementation and evaluation process. He agreed to have this specified in the report.

Responding to a further question from Mrs. Bishop, Mr. Skidmore clarified that the financial needs of students are addressed in the next report on the agenda - Compensatory Education Action Team Report.

Mr. Stockwell clarified for Mrs. Bishop that the secondary school principals are aware of and looking closely at the matter of both the discipline policy and the retention issue.

Expressing concerns with the Teacher-At-Risk issue, Mrs. Deans felt that would-be teachers should be required to have at least a year of practice teaching prior to assuming regular teaching duties. She added the teacher's college should look closely into this.

At this point, Mr. Mulholland referred to an article, "Experiment puts schools on the road to disaster", from the 1991 11 07 issue of the Toronto Star and thought it timely in light of the issues surrounding the education system at this time; he requested a copy of the article

be attached to the minutes (Appendix A). Given the varied ramifications posed by the recommendations in the report, Mr. Mulholland thought it appropriate to deal with the issue of retention at a separate meeting.

Mr. McWhinnie wondered if the concept of "total quality", as expounded in various management literature, may be applied to the dropout issue. He explained that if the aim is for "no dropouts", a new and better perspective in looking at this issue could evolve.

The motion was put to a vote and was CARRIED.

Mr. Skidmore, in responding to Miss Cunningham's query, stated that the Retention Committee will be setting up a process to work through the document prior to bringing this back to the Board.

Miss Cunningham expressed concern with having important reports requiring the members' careful consideration presented in one meeting. She felt that a strategic setting up of the agendas for the Development Committee should be considered to avoid the "rushing" effect frequently encountered.

January Meeting
Date(s)

The Chairman advised that due to the proximity of the first Thursday in January, 1992 to the Holiday Season, it is necessary to reschedule the Development Committee meeting in that month. He said further that a special meeting of the Development Committee is being requested by the officials for January, 1992.

It was clarified for Mr. Stewart that a special meeting is necessary in light of the volume of agenda items for consideration at that time which will require presentation in January to keep up with the requirements of the Budget Review process.

It was agreed:

That the January, 1992 meeting of the Development Committee be rescheduled to Wednesday, 1992 01 08 at 18:15 hours.

That a Special Meeting of the Development Committee be scheduled for Monday, 1992 01 20 at 18:15 hours.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Program
Department
Strategic Planning

Compensatory
Education Action
Team Report

Mr. Skidmore provided an overview of the report and acknowledged the Action Team's superb work on the issue of Compensatory Education. He affirmed the team was able to obtain valuable community input and that there is a high rate of congruency with the findings. He then called on Ms. Donna Calder, Principal - Centennial Elementary School and Chair - Compensatory Education Action Team who reviewed the report with the members.

Moved by Mr. Stewart:

That the Compensatory Education Action Team Report (Program Department Strategic Planning Directions Paper) be received for information.

Responding to Miss Cunningham's request, Mr. Skidmore agreed to provide copies of "Child First" and "Child at Risk" literature as these served as valuable support materials for the Compensatory Education Action Team.

Referring to Recommendation #9, Ms. Calder affirmed for Mrs. Hill that an instrument will be in place which will identify the staffing needs of schools with a compensatory education factor.

Mr. Mulholland commended the report but expressed his opposition to the recommendation endorsing the all-day kindergarten concept. He reminded the members that such a program is very costly and hoped the Child Care program may be able to "break the chain" on this.

Canon Rogers, while commending the report on its thoughtful recommendations, suggested that with the on-going problems of housing and finances little can be done to change the circumstances these families face.

The motion was put to a vote and was CARRIED.

The Chair thanked Mr. Skidmore and the presentors on behalf of the Development Committee.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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Thursday, November 7, 1991

Experiment puts schools on the road to disaster

Sometimes it takes a troublemaker to wake us up to what's going on.

Julia Sherman, for instance. This North York teacher has picketed the Toronto education centre in 90-degree August heat and buttonholed every school trustee candidate she can corner.

All because the special education program in which her 17-year-old son Philip, who has Down syndrome, was enrolled at Castle Frank secondary school has been cancelled, leaving Philip spending every other afternoon in the school library without a teacher.

Why all the fuss?

You have to understand that many parents of children with developmental handicaps, especially single mothers like Julia, hear the clock ticking. If their kids don't get the education and training they need, they'll end up at home a burden for life to their parents.

A teacher with special ed. qualifications, Julia even taught Philip at home for a period until she found the ideal program at Christie Public School, where he spent six happy and productive years.

She thought she'd found the ideal follow-up in the special ed. program at Castle Frank. Then, two years ago, Castle Frank, a basic-level high school which had had more than its share of social problems, became the much snottier-sounding Rosedale Heights, an experimental "de-streamed" school designed for kids of all abilities. It is to be the model for a province-wide switch to de-streamed high schools.

The intent was admirable. Too many youngsters were dropping out of basic level schools like Castle Frank. By mixing them in with students of higher ability, it was thought, slower kids would catch the education bug — by contagion as it

A staff committee said don't choose Castle Frank for the experiment. Better to choose an advanced school that already has a reputation for excellence than to try to pull Castle Frank up by its bootstraps, they suggested.

But the social engineering potential was too much for Toronto's socialist school trustees. They wanted to mingle working-class kids from Regent Park with university-bound kids from nearby Rosedale.

The much-admired special ed. program in which Philip was enrolled was cynically scrapped. Wouldn't do to have those slow learners around the place when the school was trying to recruit bright kids.

"We have been forbidden by the school trustees to incorporate the special ed. program into Rosedale Heights" was how John Molyneux, the personable principal, put it.

Parents like Julia Sherman were advised to switch their kids to a special ed. program at a west-end high school. She went there, didn't like what she saw in terms of kids playing hooky and the lack of control, and simply refused.

Not going to win

She knows she's not going to win. The head of the Castle Frank special ed. program has been reassigned to teaching history and picture-framing. A teacher has finally been assigned to sit with Philip every other afternoon in the library, but he's talking of retiring at Christmas. Julia has begun looking for another school for Philip.

To me, the huge irony is that the plight of a slow learner points out an impending disaster that will have its biggest impact on the average and bright students in Ontario. Education officials, all of whom simply loved school themselves, can't get into their heads the notion that for most youngsters, school, however much you try to sugar-coat it, is an alien and detested institution.

And the simple truth is that the tone of a school is set, not by the few bright ones at the top, but by those at the bottom.

The effects of de-streaming are easy to predict — because Britain today is suffering from the results of the same disastrous experiment when socialist governments abolished advanced-level schools in favor of all-encompassing "comprehensives."

As the experiment gathers steam, ambitious parents will first shift the kids from school to school in search of excellence. Eventually, many will opt for the private system, leaving a shattered public system supported by those who can't afford better.

The answer, in a country where today we must import skilled tradesmen: lower the school-leaving age to 15 or even 14 (while always leaving the door open for those who want to return later) and direct the money saved toward apprenticeship schemes that allow the young to work and earn instead of being consigned to idleness, boredom, drugs and crime.



Frank Jones

Experiment puts schools on the road to disaster

How many of the schools in the state are in such a state of disrepair that they are a danger to the lives of the children? This is the question which the State Board of Education is now trying to answer. The board has just completed a survey of the schools in the state, and the results are not encouraging. In many cases, the schools are in such a state of disrepair that they are a danger to the lives of the children. The board has now decided to experiment with a new method of financing the schools, and the results of this experiment will be reported in a few weeks.

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DECEMBER, 1991

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DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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DEVELOPMENT COMMITTEE

1991 12 05

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DEPARTMENT OF COMMERCE

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GENERAL

RESEARCH ABSTRACTS OF THE MONTH

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NEW PUBLICATIONS

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42. Research in Urban Economics and Finance
43. Research in Urban Sociology and Demography
44. Research in Urban History and Archaeology
45. Research in Urban Geography and Regional Science

MINUTES OF THE
DEVELOPMENT COMMITTEE
1991 12 05

Present: Mr. G. Korz (Chairman); Trustees Johnston, Mason, Orban, Patenaude, Rodgerson and Cunningham.

Also

Present: Trustees Allen, Bishop, Hicks, Hill, Mulholland, Rogers and Wilson.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)

Mr. Korz called the meeting to order and asked for confirmation of the minutes.

Moved by Dr. Johnston:

That the minutes of the regular meetings of 1991 10 15 and 1991 11 07 be approved as presented. CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Freedom of Information
Update

Mr. Kawai presented the report. He emphasized that the Freedom of Information (FOI)-related activities of the Board have involved about 85 hours of the FOI Co-ordinator's time and 45 hours of staff time to date.

In response to Miss Cunningham's question, Mr. Kawai clarified that the staff time includes searching for information, retrieving individual files from various areas of the organization, etc. in order to facilitate responding to a request. He noted that a great deal of time may be involved with the searching and copying of the required information.

Mr. Kawai, in reply to a further query from Miss Cunningham, advised that no staff is available at this time to assume the FOI Co-ordinator's responsibilities.

In light of the Freedom of Information Act being mandated, Dr. Johnston felt everyone in the system should appreciate the fact that the Board is able to handle this legislation without the need to appoint a special officer to attend to the requests forthcoming.

Moved by Dr. Johnston:

That the Freedom of Information (FOI) Update be received for information and that the Superintendent of Information Management Services continue to fill the role as the Freedom of Information Co-ordinator for the Hamilton Board of Education. CARRIED

January Meeting Dates

Mr. Korz recalled the January meeting for the Development Committee was scheduled for 1991 01 08 through a motion at the 1991 11 07 Development Committee meeting. In light of his being unavailable for Wednesday night meetings and with the light agenda for the Personnel and Organization Committee, Mr. Korz said it was proposed at the recent Chairs meeting that the Development Committee reschedule its January meeting to 1991 01 09, immediately following the Personnel and Organization Committee meeting.

Moved by Miss Cunningham:

That the January, 1992 meeting of the Development Committee be rescheduled to Thursday, 1992 01 09, immediately following the Personnel and Organization Committee meeting.

Referring to the January, 1992 calendar attached to the agenda, Canon Rogers noted the omission of meeting dates for some important ad hoc committees, e.g. Transportation Committee. He recalled there was consensus among the members to schedule these meetings.

Miss Cunningham reminded the members that the ad hoc committees have to be reconstituted for 1992 at the December meetings of the appropriate standing committees.

Dr. Johnston noted the agenda items scheduled for the January Development Committee meeting and was concerned these may not, by virtue of time constraints, be properly considered by the members with the proposed meeting date.

Mr. Korz said the agenda for the January Personnel and Organization Committee meeting is sufficiently brief to accommodate the agenda of the Development Committee on the same evening.

Mr. Mulholland referred briefly to the discussion at the recent meeting of the Chairs' Committee where it was agreed that the presentations of the action teams involved with the Program Department's strategic planning process would be postponed until March.

Dr. Johnston contended the reports of the action teams have been completed and are ready for presentation. He felt it may not be appropriate to put these in abeyance at this time.

Miss Cunningham affirmed the decision to defer these presentations at the 1991 11 26 Chairs' meeting.

Mrs. Bishop was concerned with this direction in light of the action teams having completed their reports, with financial information included.

Canon Rogers challenged the Chair for allowing this procedure to be followed and was opposed to the decision of the Chairs' Committee. He did not believe the Chairs' Committee has the right to remove any item from the standing committee agendas. Canon Rogers maintained that

the scheduled items on the January Development Committee agenda should be considered as previously agreed upon.

The challenge was put to a vote and was LOST.

The question was called and was CARRIED.

The motion was voted on and was LOST.

The debate continued relating to the agenda items for consideration at the January Development Committee meeting.

Mrs. Hill remarked that it seemed the members were in a quandary on two entirely different issues at this point, i.e. meeting dates and the agenda items. She clarified the trustees were being asked at this point to decide on when the Development Committee meeting will be held in January, 1992.

Moved by Dr. Johnston:

That the January, 1992 meeting of the Development Committee be scheduled for Wednesday, 1992 01 08 at 18:15 hours, with the understanding that it will be a full evening's agenda. CARRIED

Miss Cunningham clarified for Mrs. Mason that Mr. Korz advised the Chairs' Committee he would be unable to attend the Development Committee meeting scheduled for the 8th of January. With the brief agenda for the 1992 01 09 Personnel and Organization Committee, it was felt the Development Committee meeting could be re-scheduled to that night to immediately follow the Personnel and Organization Committee meeting.

Ms. Orban wondered if a Chair designate may be appointed to replace the Development Committee Chairman in his absence.

Mr. Korz responded that it is usual procedure to appoint or elect a Chairman Pro Tem whenever the Chairman of any Board committee is not available. He noted that it was only suggested to hold the Development Committee meeting on 1992 01 09 in light of the brief agenda of the Personnel and Organization Committee.

Ms. Wilson asked what the impact will be to the system if the Development Committee holds its January meeting on 1992 01 09 with the reports of the action teams not being considered at that time.

Miss Cunningham clarified that the priority of the Board at this time has to be the budget. She said this was the direction discussed and agreed upon at the recent Chairs' meeting and at a Caucus. She alluded to the "money problem" experienced throughout the system and felt this is an urgent issue which trustees and officials should be considering closely. She anticipates the Board will be dealing with many hard decisions and added it would be best to attend to these now rather than continue with the

usual practice of having long meetings to hear all the presentations.

Ms. Wilson inquired if the budget meetings are already scheduled for January. Mr. Rielly advised that no meeting dates are set at this time.

Mrs. Bishop restated that the action teams have finished their work with some reports having budget implications at this point. Mrs. Bishop reiterated the reports of the action teams should be considered in conjunction with the budget.

Mrs. Mason felt the trustees could receive those reports which have direct impact on the budget for information.

Moved by Mrs. Bishop:

That the appropriate action teams (Program Department Strategic Planning Directions Paper) be placed on the 1992 01 08 Development Committee agenda.

Mrs. Bishop expressed concern with the timelines and the efforts expended by the action teams in completing their work.

Mrs. Hill said it may be difficult to reach consensus at this point with one group of trustees wanting the reports of the action teams presented to this Committee in January to determine their impact on the budget while another group feels it may not be appropriate to consider these reports at all because this direction may provide incorrect information and/or perception to the staff.

Moved in amendment by Mrs. Mason:

That only the Action Team Reports (Program Department Strategic Planning Directions Paper) that have direct impact on the budget be presented for information at the 1992 01 08 Development Committee meeting.

Dr. Johnston requested a recorded vote on the amendment.

A recorded vote was taken and the amendment was **CARRIED** with Trustees Bishop, Wilson, Mason, Johnston, Allen, Rogers and Orban in favour and Trustees Rodgeron, Patenaude, Mulholland and Cunningham opposed.

The motion, as amended, was put to a vote and was **CARRIED**.

To further address the concerns of the members, the Chairman clarified that receiving these reports for information means no action on the recommendations will be taken at that time.

NEW BUSINESS:

Reconstitution of Ad Hoc Committees

Committee to Study
Religious Education
in Schools (5)

Moved by Dr. Johnston:

That the Committee to Study Religious Education in Schools be reconstituted for 1992 to consist of five members appointed by the Chairman of the Board with the same mandate as 1991:

(a) To review the Board's position on Religious Education in the Schools in light of the Ministry of Education's directives and the release of the Watson Commission Report.

(b) To consider the proposed amendment to Clause 235 (1) (c), The Education Act, relative to the reference to "Judaean-Christian morality".

CARRIED

Child Care Committee (5)

Moved by Mrs. Bishop:

That the Child Care Committee be reconstituted for 1992 to consist of five members appointed by the Chairman of the Board with the same mandate as 1991:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

(b) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

(c) That the Child Care ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991.

(d) That until the Child Care operating manual is approved:

i. no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.

ii. child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.

(e) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.

(f) That the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved.

(g) That revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

In response to Mr. Mulholland's concerns relating to the timelines reflected in the mandate, Mr. Stockwell clarified that new timelines have not been set at this time. The officials included the mandates approved at the March, 1991 and June, 1991 Development Committee meetings in tonight's agenda for information only. He assured the members that the officials will be ready to provide any information which may be required by the ad hoc committee.

The motion was put to a vote and was CARRIED.

Dr. Johnston noted the mandates of these two ad hoc committees reflect financial implications and inquired what the procedure will be in calling meetings for these committees.

Mr. Korz said meetings for ad hoc committees will be scheduled at the call of the Chairman of the Board.

Native Education Project

Mr. Binns presented the report.

Mr. Mulholland noted the Ministry of Education has offered half a million dollars to start this program and questioned the minimum class size of 12 students when the Ministry has quoted a minimum of 15.

Mr. Binns recalled that in 1988 a significant survey of the population was conducted but received very poor response from the target group. He noted however that problems with the survey were identified, such as the research design, the geographical distribution of the Native students, etc. Mr. Binns agreed this is a costly program but expressed confidence that, with the present concentration of Native students in the area, the minimum class size could be raised to fifteen students if the members wished.

Mr. Rielly clarified for Mrs. Rodgers that approval of the recommendation will mean this project will have to be added to the proforma budget.

Noting that the Native population is dispersed in several areas of the City, Dr. Johnston was apprehensive that the program may involve transportation costs.

Mr. Binns clarified that there is no intent to provide transportation. He added this program will be offered in an area where there is the highest concentration of Native students.

Dr. Johnston remarked that it is unfortunate this important and timely program is coming at a time of financial restraint. He asked if there is some possibility of the Ministry of Education "picking up the tab" on this program, i.e. 100% share.

Mr. Binns replied there was a possibility of that on some aspects of the program but not on all.

Responding to Mr. Allen's query, Mr. Binns said the population of Native people in Hamilton remains stable at this time with relatively small movements taking place.

Mr. Allen cautioned against a move towards segregation and suggested programs such as this could continue the disintegration of the public school system. He added that language and culture training should be provided at home. While acknowledging the project as "well meaning", he could not support it.

Canon Rogers shared the sentiments expressed earlier by Dr. Johnston. In voicing his support for the Native Education project, he stated it should be kept in mind that Native people have a special place in our society as they were the first people on this land and they should not be considered an ethnic group. He recalled these people had reached an agreement with the British and Canadian governments to be recognized as a nation. In conclusion, he stressed the need to provide special education and opportunity to these people.

Moved by Canon Rogers:

That the following components of a Native Education Project be approved:

a) A short and long range retention study of Native students in Hamilton schools.

b) The development and implementation of 5 Primary-Junior "hands-on" Native studies units in kit form.

c) The development and implementation of 3 Cross-Curricular Middle School Native Studies Units.

d) The development and implementation of up to 6 Secondary School Native Studies courses.

e) The organization and implementation of a 3-year Middle School pilot program for Native Students only (maximum 25 students, minimum 12 students).

f) The organizational implementation of a 4-5 year Secondary School pilot program for Native Students only (maximum 25 students, minimum 12 students).

Ms. Orban said she was willing to support the recommendations but questioned whether the program will be considered at a Tri-Board level. She felt the Board should deal with this project in a very cautious way in light of the current financial difficulties we now face.

Mr. Binns clarified the project could be considered as a Tri-Board effort, however, this idea has not been discussed with the other two school boards at this time. He

said the officials feel this direction could complicate the Board's attempt to access Ministry funding for this program. He also confirmed the availability of curriculum materials which can be resourced for these courses.

In response to Mrs. Bishop's question, Mr. Binns advised that the timeline of 1991 11 30 hindered the officials from looking at other avenues for funding this project. He said the report has been submitted to the Ministry of Education with an indication that it has not received Board approval at this time.

Mr. Binns requested the members to permit the officials to look at other sources of funding for the Native Education project, outside of the Tri-Board effort.

Mrs. Bishop considered Native Education a worthy project which the Board has not addressed to date; however, she was feeling ambivalent to fully pursue this effort in light of the current financial restraint prevailing in the system. She added that a steering committee could work with the community and seek alternative sources of funding.

Moved in amendment by Mrs. Bishop:

That the following recommendations regarding the Native Education Project be approved:

(a) That the Report be received for information.

(b) That a steering committee with trustee representation be established and that a short and long range retention study of Native students in Hamilton schools be conducted.

(c) That the components (b) to (f) of the proposed Native Education Project be tabled to allow the Board to seek further sources of funding.

Mr. Hicks supported "opening up" the idea of a joint venture for this program with the other two school boards; he anticipates tremendous opportunities in this direction.

Mrs. Bishop agreed to include the phrase "including avenues of a Tri-Board effort" in section (c) of her motion.

When it was suggested that the letter to the Ministry should be retrieved, Canon Rogers suggested leaving the application with the Ministry while pursuing other funding sources.

The amendment, with section (c) re-worded to read: "That the components (b) to (f) of the proposed Native Education Project be tabled to allow the Board to seek further sources of funding, **including avenues of a Tri-Board effort**" was put to a vote and was CARRIED.

The motion, as amended, was CARRIED.

Psychology Department
Writing Team -
Psychological Profiles
and Student Placement

Mr. Skidmore provided an overview then called on Dr. Marie Bountrogianni, Chief Psychologist, who discussed the details of the report.

Mrs. Bishop commended the report, stressing the professional manner in which it was prepared. Noting the program calls for accountability, she felt it appropriate for the trustees to approve the report, including the specific recommendations, rather than receiving it for information tonight.

Moved by Mrs. Bishop:

That the report re Psychology Department Writing Team-Psychological Profiles and Student Placement be approved, including the following recommendations:

(a) That an examination of the referral reasons for psychological re-assessments be initiated.

(b) That the Psychology and Primary/Junior Departments examine referrals of Primary aged students for programming purposes.

(c) That students entering Grade 1 and Grade 9 be supported in making these potentially difficult transitions.

(d) That the ratio of psychological consultants and area student populations be examined to ensure appropriate staff allocation.

(e) That the period between psychological assessments and the Identification, Placement and Review Committee (IPRC) be investigated as to why there is such a long waiting time.

(f) That the progress of exceptional students as a group be examined carefully.

(g) That the IPRC procedures continue to be consistent across the system to ensure equitable identifications for all Areas and to ensure equity of opportunity for all students.

(h) That a needs survey be done every Spring to determine the number of classes per exceptionality that are needed for the following school year.

(i) That children deemed SLD (Specific Learning Disability), GLD (General Learning Disability) and Speech and Language be provided significant behavioural support in addition to significant academic support.

(j) That psychological assessments continue to be carried out when an initial diagnosis of exceptionality is necessary.

(k) That a non-exceptional sample be followed in a longitudinal study to determine the differences between it and the exceptional sample academically.

(l) That a exceptional French Immersion (FI) sample be evaluated longitudinally with respect to comparing the progress for FI students in segregated classes and FI students in the mainstream classes.

(m) That when assessing English-as-a-Second Language students, present assessment procedures be supplemented with assessments in the student's first language.

(n) That a longitudinal tracking of the Behavioural students be implemented in a systematic manner.

(o) That an analysis of psychological profiles and student placements take place annually.

With the prevailing financial difficulties facing the Board, Mr. Mulholland suggested amending the motion by adding the phrase "with no increase in cost to the Board". He also praised the excellent report.

Mrs. Bishop agreed to incorporate the suggestion in her motion.

The motion was voted on and was CARRIED.

Mr. Korz noted tonight would be the last Development Committee meeting with this Board for Mr. Skidmore. On behalf of the Development Committee, he expressed thanks for all his efforts and wished him well.

Mr. Skidmore voiced his appreciation for the opportunity of working for this Board then thanked the trustees, the Director of Education along with the other officials, the Federations and the staff for all their support.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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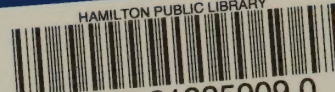
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